

## University of Dundee

### Growing up on the Streets

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# GROWING UP ON THE STREETS

## Knowledge Exchange

## Training Pack

**Supported training resources for work with street children and youth:**

To build confidence, develop skills and empower them as spokespeople able to inform decisions that affect their lives



## Purpose and use

This training pack has been developed through a knowledge exchange programme as part of the **Growing up on the Streets** research project and is a collaboration between the University of Dundee, StreetInvest and other partners. It is funded by The Economic and Social Research Council (ESRC).

In the context of **Growing up on the Streets**, 'knowledge exchange' aims to prepare street children and youth to recognise the value of their own experiences and the importance of their position as experts in their own lives, with the ability to act as spokespeople for themselves and their peers. By developing skills to collate this collective experience and share it with others – including policy makers, service providers and other stakeholders – the aim is for street children and youth to be more directly involved in informing and shaping the decisions which affect their lives.

This is an **open source training pack** which we hope will benefit street children and youth around the world; it is free to download and use with the appropriate attribution. However, please note that the pack is intended to be used by those who already have expertise in training and working with street children and youth. We invite any organisation requiring help or support in using this material to contact StreetInvest at the address below.

**Further information about Growing up on the Streets**, including briefing papers outlining the project's research principles and methodology, can be found at: <http://www.streetinvest.org/guots>

## Acknowledgements

In the three cities in which the **Growing up in the Streets** research project is taking place, 18 young women and men who live on the streets have worked consistently over three years as research assistants, each following the lives of a network of street children and youth. They have directly contributed to this research training pack through participation in workshops and knowledge exchange events; and by contributing their experiences, and those of their networks, for the duration of this project through weekly interviews and quarterly focus groups. All participants remain anonymous, but the authors and advisory team extend our sincere gratitude to all Growing up in the Streets research assistants and participants in Accra (Ghana), Bukavu (Democratic Republic of Congo) and Harare (Zimbabwe).

Trainer notes in part one of the training are adapted from Professor van Blerk's teaching materials, University of Dundee.

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**StreetInvest**  
Investing in children on the street



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# PACK OVERVIEW

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## About this training pack

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Street children and youth across the globe exercise determination and capability every day. It is important that they are informed of their rights and empowered with the tools they need to challenge discrimination constructively and be listened to and taken seriously.

Their knowledge and experience of coping in the most difficult of circumstances is an invaluable resource that service providers and policymakers can harness in order to design and deliver better and more effective support.

This training aims to empower street children and youth with the skills to recognise their **knowledge** and, by becoming effective spokespeople, **exchange** this information with those who hold positions of power over their lives.

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### Defining knowledge exchange

In this context, knowledge exchange addresses the right of street children and youth to participate: their right to give their opinions, for adults to listen and for their views to be taken seriously in matters that affect their lives. It supports street children and youth to **recognise** the value of their experiences, the strengths and capabilities they already demonstrate, and the importance of their position as **experts in their own lives**. In doing so, these young people can begin to explore the role they might play as **spokespeople** for themselves and their peers.

Ultimately, knowledge exchange equips street children and youth to express their views, to ensure that we listen to these views, and that they are taken seriously in matters that affect them. It upholds the right to, and the principles of, participation.

The purpose of knowledge exchange is to:

- Promote the value of the experiences and knowledge of street children and youth and their right to be heard in decisions that affect them: this is essential in order to realise their rights and to help ensure the success of policies and programmes which impact on their daily lives;
- support a process of structured dialogue between street children and youth and adults in positions of authority whereby the participants are able to listen and respond constructively and effectively; and
- share opinions and encourage greater engagement and participation.

Knowledge exchange aims to empower street children and youth as 'informed spokespeople' with the skills to:

- Recognise the skills and knowledge they already have and use them to inform and influence others;
- build a sense, in all discussions, of 'I am already capable: I am here to share my knowledge and develop my existing skills';
- effectively take part in meetings with adults in positions of authority who make decisions which affect their lives;
- communicate to those audiences that their views are important and should be listened to and considered in any decisions which affect their lives; and
- challenge the attitudes of others to try to ensure their voices are heard in the decision making process.

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## A participatory approach

Participation is the active involvement of street children and youth in decisions that affect their lives.

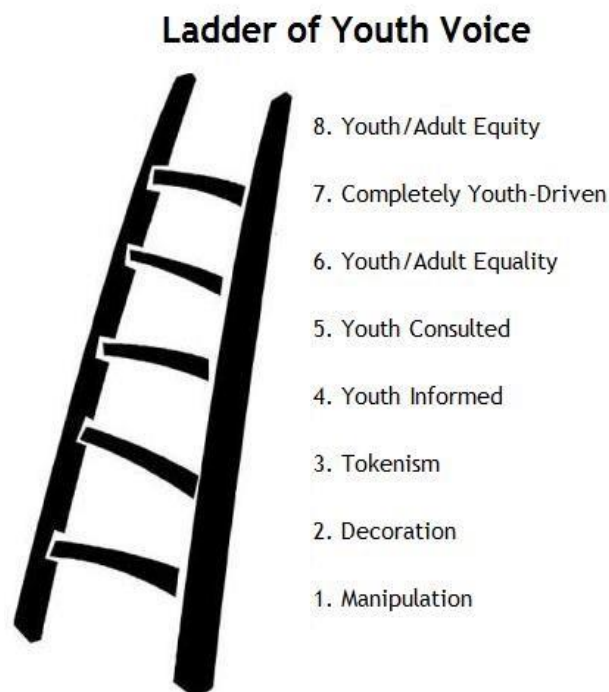
A participatory approach entails working with street children and youth, rather than simply **for** them or **about** **them**, and treats them not as objects but as active agents in their own lives. It aims to increase their awareness of their circumstances to effect change in their lives.

This approach involves a commitment to ongoing information sharing, dialogue, trust, reflection and action whereby children and youth are involved from the outset. In practice, levels of participation vary greatly and the deepest levels of participation are rarely realised.

The 'ladder of participation' describes a spectrum of ways of involving children and youth and, although the most basic may be tokenistic and even exploitative, participation at the highest level is not always desirable. Indeed, street children and youth might not desire full participation and it is of utmost importance to work with children and young people on their own terms.

Knowledge exchange is more than simply extracting information from street children and youth and sharing it on their behalf. It is about continued engagement with the process through which they explore their own knowledge, experiences, strengths and capabilities and recognise how to use these to build their messages through to having the skills and confidence to **share** this knowledge in constructive dialogue with those in positions of authority.

This participatory approach to knowledge exchange shifts the power relations and gives street children and youth greater control over their involvement – their participation – in matters that affect them. Moreover, the young people's insights into their own lives are most readily expressed when they are **produced by** rather than **extracted from** them.



*Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)*

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## How to use this pack

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This pack is comprised of four parts, each structured in ordered sessions with a timetable and session plan. It is not a toolkit and it is important that before delivering the training, you and your co-trainer/s spend time reading and absorbing the trainer notes and session plans well in advance of the training taking place.

Part One introduces participants to Knowledge Exchange, in the context of their rights and responsibilities, and sets the scene for the next stages of the training.

Parts Two and Three are complementary but can be delivered one after each other, at different times, or in any order (provided participants have completed Part 1). Part Four contains additional exercises in order to practice skills developed in Parts Two and Three.

## PART ONE – INTRODUCING KNOWLEDGE EXCHANGE

Part One (around 2 hours and 15 minutes) aims to help participants understand the importance of knowledge exchange and the role that they can play as ‘researchers’ to gather information about their lives and ‘spokespeople’ who can engage in constructive dialogue with those in authority.

## PART TWO – BECOMING A RESEARCHER

Part Two will take two days to deliver (around 5 hours 30 minutes each day). ‘Becoming a researcher’ supports individuals and organisations to understand ‘research’ and equip street children and youth with research skills based on the core principles of observation, questioning and listening. The training looks at the role street children and youth can play in telling us about their own experiences, and representing their experiences and those of others around them as ‘researchers’ in ethnographic studies.

## PART THREE – BECOMING A SPOKESPERSON

Part Three will take three days to deliver (around 5 hours 20 minutes on day one, 4 hours 45 minutes on day two, and 3 hours 50 minutes on day three). ‘Becoming a spokesperson’ looks specifically at developing the skills and knowledge to help street children and youth to share experiences in a constructive and persuasive dialogue with adults in positions of authority who are also involved in decisions that affect their lives.







## PART FOUR – ADDITIONAL SKILLS PRACTICE

Part Four will take around 2 hours 45 minutes to deliver. It contains additional exercises in order to practice skills developed in parts two and three in advance of knowledge exchange events.

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### Session Structure

Each session begins with trainer guidance as follows:

	The time the full session will take to deliver
	The purpose of the session
	The key learning outcomes of the session
	Trainer notes to help you prepare and deliver the session
	The materials you will need
	The <b>Resources</b> you will need

Sessions include a number of activities, with clear guidance for the trainers. **Resources** for each session are at the end of the relevant section. Each session then ends with a recap of the learning outcomes, supported by key learning points, and makes clear the link to the next session.

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## Who can deliver the training?

This pack is designed for use by organisations or individuals who work with street children and youth and who are committed to supporting their participation in informing and influencing policy and practice.

You may be a community development, health, social, or street worker, a teacher, researcher, volunteer, or street children and youth leader or any combination of these. The main point is that you wish to place the voices of street children and youth at the heart of policy and programme design.

It is best to deliver this training with a co-trainer so that you can share ideas and expertise. This is of particular importance for Skills practice where we would recommend one trainer per five participants.

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## Where can this pack be delivered?

The training pack was developed alongside with street children and youth in Sub-Saharan Africa but can be delivered elsewhere – simply adapt images and examples to suit your local context.

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## What skills do I need to deliver this training?

Please reflect on the following:

- *How much do I enjoy working with street children and youth? What experience do I have of delivering training to them?*
- *How much do I enjoy learning new materials?*
- *How willing am I to read session plans carefully and plan accordingly?*
- *How good am I at keeping to time?*
- *How confident am I in facilitating group discussion?*
- *How open am I to hearing a range of views from participants?*
- *If I am intending to use this training to involve participants in a research project, have I been trained as a researcher and do I know how to collect and analyse qualitative data?*

If you can answer positively to most of the above, and you are committed to learning for those areas in which you have less experience, then you should be well-placed to use this pack.

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# Selecting and working with participants

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## Who should attend the training?

The training has a number of activities and Skills practices for small groups and so if there are two trainers delivering the course, there should be no more than 10 participants attending.

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## Selection of participants

Carefully consider how you will select and support young people to participate in any of the training. Conducting research or becoming a 'spokesperson' will require commitment and enthusiasm and it is recommended that participants should already be known to or engaged in some way with the organisation supporting the work.

Complete a needs assessment of the young people who are to take part to ensure you can provide adequate support, while also gauging how ready they are to take on the responsibility associated with their role as researcher or spokesperson. An existing trusting relationship, between your staff, facilitators and participants will help ensure their journey through knowledge exchange is a safe and positive one.

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## Age of participants

This training pack is best suited for work with older children and young adults who are or were street connected and have first-hand experience of street life. Ability to participate fully will depend on the maturity and readiness of individuals, but this training is generally recommended for those aged 14 and over.

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## Concentration and pace of the course

Depending on participants' ability and maturity, sessions may need to be adapted to suit the group. Ensure the pace of the training is suitable for all; split activities over more days if participants are struggling to concentrate, or introduce additional breaks.

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## Ensuring the training is inclusive

Street children and youth with additional support needs should not be excluded from taking part in the training if they so wish. Offer support and be prepared to adapt sessions in order to support his or her participation; ensure no young person is excluded from taking part based on an inability to read or write. Although most sessions do not require literacy, ensure someone is available in each group (or break out groups) to read materials aloud, or repeat key points and questions. Try to avoid writing many flip-chart notes; use drawings and symbols to 'note' points, and reiterate or summarise verbally.

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## Key considerations

Before embarking on the training, you need to ask yourself:

- **Are potential participants genuinely motivated to take part in the training?**

It is vital that those who will be taking part in this training have made the decision to do so themselves and have not felt pressured to take part.

- **What kind of relationship does your organisation or service have with them?**

Ideally, there will already be some kind of pre-existing relationship between your organisation and those taking part. Pulling a group of young people together at random, without knowing anything about their lives or circumstances would not be appropriate.

- **How ready is your group and how well do they know each other?**

The young people should be reasonably confident about expressing themselves in a group setting. The dynamics of the group will be important as participants support each other through the training; if the group have not previously met then consider some preparatory work to enable them to get to know each other, as well as icebreakers at the start of the training.

- **Have you considered the gender balance of the group?**

Give a thought to how many girls and young women are participating and how to ensure their voices are heard if the group is male dominated. Depending on the topic of the discussion, it may be appropriate

make groups male or female only. You may also want to discuss during the training how their experience as ethnographic researchers and spokespeople may differ.

- **Are you prepared to support the participants beyond the training?**

It is important that as an organisation, you are willing to support participants beyond this training; this pack is the start of engagement, not the end in itself.

- **Have you considered barriers to participation?**

For example, do participants have the means to get to the training? Have they had an opportunity to eat (and therefore concentrate properly) before the sessions start? If they have their own children, do you need to arrange suitable childcare? Give some thought to how you will support these needs.

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## Duty of care and managing risk

This training is participatory in nature: it encourages young people to take the lead in discussions and empowers them to become more involved in decisions that affect them. Your organisation, you and your colleagues have a duty of care to ensure that participants are aware of possible risks involved in the training – and more broadly if you are using these **Resources** to support a specific research project – and how they can best protect themselves.

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## Safeguarding and confidentiality

Participant confidentiality is a key component of a participatory approach, and participants should be made aware of this, in respect of both their participation in training and of any subsequent research with street connected peers. Both facilitators and participants should be fully briefed on your organisation's confidentiality and safeguarding policy and practices before commencing the training.

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## A 'can do' approach

It is important to keep the atmosphere of the training upbeat, optimistic and confidence boosting: remind participants that they already have a range of skills that they use in their everyday lives and some of the activities will simply use these skills in a different context. This will help to build a sense of 'I am already capable' and 'I am developing my skills', rather than learning something completely new.

Also, remind participants that the overall purpose of the training is to help their personal development and communication skills more broadly. Throughout the training, it is important to do the following:

- build a sense, in all discussions, of 'I am capable: I'm here to develop my existing skills';
- remind participants that the training will help their personal development and communication skills more broadly;
- ensure that participants are fully informed about the training and its purpose and that in doing so are able to make an informed decision regarding their own participation; and
- remind participants throughout that the training space is confidential and any fears, worries or issues that emerge in that space should be respected by others and not shared with those outside the room. Let them know if they also want to speak to a member of staff from the organisation privately about something that has come up during the training they can do so.

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## Trainer checklist

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**Before starting** this training, make sure you have:

- read this training pack in full and are clear about the aims and learning outcomes, and the flow of the sessions;
- prepared all your session materials well in advance – marker pens, flipchart, etc.;
- printed all the materials and sufficient copies of the **Resources** you need; and
- Agreed with your co-trainer who will lead each session.

**During the training**, make sure you:

- support your co-trainer whilst he/she delivers the session, e.g. assisting organising people into groups, distributing **Resources**, recording feedback, etc.;
- use the flipchart advisedly to record key points succinctly; and
- verbally summarise any points you note on the flipchart.

**At the end** of this training, be sure to:

- display the participants' original expectations to find out if expectations have been met; and
- hand out Certificates of Completion for the course.



# GROWING UP ON THE STREETS

## Knowledge Exchange Training

### PART 1



## INTRODUCING KNOWLEDGE EXCHANGE

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## Aims

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The first part of this training pack aims to help participants understand the importance of knowledge exchange and the role that they can play as ‘researchers’ and ‘spokespeople’. It introduces participants to the process of knowledge exchange and the principle of the right to participation that underpins it.

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## Objectives

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1. To introduce participants to the Growing up on the Streets knowledge exchange training pack and its overall objectives so that they are ready to move to the next stages of the training.
2. To encourage children to explore their own understanding of their rights.
3. To support the development of a clear understanding of rights with a focus on participation.
4. To look at a range of rights and explore what responsibilities children, young people and others have to protect these and to begin to identify how street children and youth already uphold some of the responsibilities.

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# PART ONE: Introducing knowledge exchange

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## Content and timetable

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Part 1	Resources		
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1B	Rights and responsibilities matching cards		28

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## Trainer notes

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The first part of this training course is of paramount importance. Be clear about the definition of knowledge exchange (see the 'Overview' section above) and be careful not to assume prior knowledge among participating street children and youth of the rights framework that underpins the participatory approach of knowledge exchange. Ensure you are confident about your understanding and ability to explain the broad context of human rights, child rights and participation (please see 'A participatory approach' above).

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### Human rights

Human rights are the fundamental rights belonging to every single person. All human beings are equally important and they cannot be deprived of their human rights in any circumstances.

Adopted after World War II by the General Assembly of the United Nations, the **Universal Declaration of Human Rights (UNDHR)** states that all human beings have rights that their governments have to protect. The rights apply to all people regardless of race, colour, status, ability, gender. Human rights are founded on respect for the dignity and worth of each individual.

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### Children's rights

Children's rights aim to protect all human beings younger than 18 years old. The rights detailed in the UNDHR all apply to children but, because of their vulnerable position in society, children also have specific rights that afford them special protection.







**United Nations Convention on the Rights of the Child (UNCRC):** the international legal framework establishing the obligations of States in relation to children is comprehensive. The UNCRC constitutes the main international instrument for the promotion and protection of the rights of children and has almost universal ratification. It is unique as the first legally binding instrument to take a holistic approach to children's rights. It covers civil, political, economic, social and cultural rights; establishes a framework of duties for different actors; marks a milestone in recognising all children as right holders and reaffirms the five 'umbrella rights' of: the best interests of the child; non-discrimination; participation, implementation (including of economic, social and cultural rights to the maximum extent of available **Resources**); and life, survival and development. The CRC applies to **all** children – including street children and youth – and identifies children's responsibilities, in particular to respect the rights of others, especially their parents (Article 29).

---

## SESSION 1 – TRAINER GUIDANCE

### Introduction to knowledge exchange and the right to participation

---

	30 minutes
	<ol style="list-style-type: none"><li>1. To get the group to start working together and learn a little more about each other in a fun and active way.</li><li>2. To produce an agreed way of working that participants will adhere to during the training activities and to create a 'safe learning environment' which encourages respect and participation.</li><li>3. To introduce participants to the concept of knowledge exchange so that they are ready to move to the next stages of the training.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ Grown to know one another better;</li><li>✓ had some fun;</li><li>✓ started to work as a group;</li><li>✓ started to use inquiry as a means of finding things out about other people which links to the idea of research;</li><li>✓ understood how agreements can be reached through discussion, compromise and consensus;</li><li>✓ experienced how groups can work together; and</li><li>✓ explored the idea of knowledge exchange and be ready to continue to the next steps.</li></ul>
	<p>Make sure you have read the introduction to this pack carefully and are clear about the aims and learning outcomes of the course.</p> <p>Be clear about the steps involved in the session and be prepared to answer any questions or concerns that participants might have. Ensure that you have prepared any materials or <b>Resources</b> you will need before you begin the session.</p> <p>Remember participants may be feeling nervous about the training. It might also be the first time they have taken part in a training workshop.</p>
	Flip chart and pens Sticky tape, a ball.
	None

---

## 1.1 Icebreaker: Ball your name

---

**Time needed:** 10 minutes  
**Materials:** A ball  
**Resources:** None

---

### Purpose

To get the group to start working together and learn a little more about each other in a fun and active way.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ grown to know one another better;
  - ✓ had some fun;
  - ✓ started to work as a group.
- 

### Method

1. Introduce yourself and thank everyone for coming to the training.
2. Explain that the group is going to spend a short time getting to know the other participants.
3. Ask the group, including yourself and anyone else present, to sit in a circle.
4. Explain that you are going to throw a ball to someone in the circle and when they catch it, they should say their name. Repeat this until everyone has had an opportunity to throw and catch the ball.
5. Now explain that you are going to do the same activity but this time, instead of the person catching saying their name, the person throwing the ball should say the same of the person who is going to catch it.
6. When you have completed the exercise, explain that for the duration of the training, it is important that we all feel comfortable working together and taking part. To help us do this we are going to establish some ground rules.

---

## 1.2 Working agreement

---

<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flip chart, pens and sticky tape
<b>Resources:</b>	None

---

### Purpose

To produce an agreed way of working that participants will adhere to during the training and to create a 'safe learning environment' which encourages respect and participation.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood how agreements can be reached through discussion, compromise and consensus; and
  - ✓ experienced how groups can work together.
- 

### Method

1. Explain to the group that we need to create a space for learning where everybody's view is respected and where participants feel safe in sharing their experiences. We are going to create together a working agreement which will be displayed throughout the training and which we all agree to abide by. Begin by asking the group how they think we should all work together. Write down any suggestions on the flipchart and read these aloud.
2. Once everyone has finished suggest any other points that might not have been included, for example:
  - listen to everyone's point of view;
  - arrive on time;
  - respect everyone's opinion;
  - try not to talk over others;
  - respect each other's privacy;
  - switch phones off.
3. Once the group has agreed the list, read them aloud again and write on a flipchart to be displayed at all times.
4. The participants should all be happy with the working agreement and confirm that they agree with them to give them a sense of ownership in the process.



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## SESSION 1.3 What is knowledge exchange?

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<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flip chart, pens and sticky tape
<b>Resources:</b>	None

---

### Purpose

To introduce participants to the Growing up on the Streets knowledge exchange training pack and overall objectives so that they are ready to move to the next stages of the training.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ explored the idea of knowledge exchange and be ready to continue to the next steps.
- 

### Method







1. Ask the group to think about the word 'knowledge': what does it mean? What sort of things do we 'know'? Why is this important? Encourage the group to recognise that they have a lot of knowledge: about themselves, the things they do, the people they meet, the things they want.
2. Invite the group to share their responses, summarise verbally and write them on a flipchart.
3. Now ask the group to think about the word 'exchange': what does it mean? Who is involved? Why is it important?
4. Invite the group to share their responses, summarise verbally and write them on a flipchart.
5. Explain to participants that during the training we are going to look at the processes involved in knowledge exchange in more detail. First, we are going to think about why it is important that the voices of street children and youth are heard, and how we can build our confidence and develop the skills to take part in decision-making.

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## SESSION 2 – TRAINER GUIDANCE

### Understanding rights and responsibilities

---

	1 hour 5 minutes
	<ol style="list-style-type: none"><li>1. To encourage participants to explore their own understanding of their rights.</li><li>2. To support the development of a clear understanding of rights with a focus on participation.</li><li>3. To look at a range of rights and explore what responsibilities children, youth and others have to protect these and to begin to identify how street children and youth already uphold some of the responsibilities.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ explored their own views on rights;</li><li>✓ heard the opinions of other members of the group;</li><li>✓ explored children's rights through drama;</li><li>✓ developed their knowledge of the UNCRC; and</li><li>✓ achieved a greater understanding of their rights and responsibilities.</li></ul>
	<p>Participation is the active involvement of street children and youth in decisions that affect their lives.</p> <p>Knowledge exchange aims to support street children and youth to <b>recognise</b> the value of their experiences, the strengths and capabilities they already demonstrate, and the importance of their position as <b>experts in their own lives</b>. In doing so, these young people can begin to explore the role they might play as <b>spokespeople</b> for themselves and their peers.</p> <p>This training looks at how young people can develop as <b>informed</b> spokespeople with the skills and confidence to <b>share</b> their messages.</p> <p>Make sure you are clear about knowledge exchange and the different levels at which it facilitates the participation of street children and youth.</p>
	Flip chart, pens and sticky tape.
	<p><b>Resource 1A</b> – Child rights charades</p> <p><b>Resource 1B</b> – Rights and responsibilities matching cards. Prepare these in advance or use drawings and symbols instead of words to explore their meaning.</p>

## 2.1 Icebreaker: Agree/disagree

---

<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Two pieces of flip chart paper; one with 'Agree' and one with 'Disagree' on them
<b>Resources:</b>	None

---

### Purpose

To encourage children to explore their own understanding of their rights.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ explored their own view on rights; and
  - ✓ heard the opinions of other members of the group.
- 

### Method

1. Put a sign saying 'Agree' at one end of the room and 'Disagree' at the other end and explain to participants you have drawn an invisible line between the two.
2. Explain to the participants that you are going to read out a statement. They will need to decide where to stand along the invisible line according to their view on the statement: from strongly agree (close to the 'Agree' sign) to strongly disagree (close to the 'Disagree' sign).
3. Read out the following statements or make up some of your own statements:
  - we should not listen to what children and youth say because adults know best;
  - everyone should be treated equally;
  - children and youth should be told about decisions which affect them;
  - everyone should be able to go to school;
  - children should not be allowed to work;
  - everyone should be allowed to say what they think;
  - everyone should feel safe; and
  - children and youth should not live on the street.
4. Read each statement one at a time and after each statement give the participants time to choose where they wish to stand on the invisible line. Encourage them to talk about why they are standing where they are.
5. Conclude the activity by introducing the idea that what you have been discussing is peoples' rights; the right to do certain things or not have certain things done.

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## 2.2 Rights

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<b>Time needed:</b>	30 minutes.
<b>Materials:</b>	Prepare three flipchart sheets with each of the headings of 'Participation', 'Protection' and 'Provision'.
<b>Resources:</b>	<b>Resource 1A</b> – Child rights charades.

---

### Purpose

To support the development of a clear understanding of rights with a focus on participation.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ explored children's rights through drama;
  - ✓ developed their knowledge of the UNCRC; and
  - ✓ considered the concept of 'participation'.
- 

### Method

1. Introduce the idea that all children and youth have rights, and that these are laid out in a document called the United Nations Convention on the Rights of the Child.
2. Explain that all rights may be divided into three broad groups:
  - 'Participation rights' (these are all about children's rights to taking part and be involved in things, including decisions that affect them).
  - 'Protection rights' (these types of rights are all about keeping safe and making sure children are being looked after).
  - 'Provision rights' (these rights are associated with making sure children have the things they need).
3. Write these headings on a flipchart and read them out again to ensure they understand the words. Remind participants about some of the things you discussed in the previous activity.
4. Divide the group into pairs and ask each pair to choose a card from **Resource 1A**. Take time, if necessary, to explain what the right described on the card means. Give each pair time to prepare a short drama to act out the right on their card.
5. Bring the group back together and ask each pair to perform their drama. When each pair has finished, ask the group to guess what right is being portrayed. Then ask them to discuss and agree whether this is a participation, protection or prevention right. Once agreed the pair should stick the card under the appropriate heading on the flipchart. Once all the pairs have finished, focus particularly on the cards which have been put under 'participation rights': if you feel any have been placed under the wrong heading, identify these and discuss them with participants.
6. Explain that over the course of the training, we will be focussing on those rights which fall under 'participation' and be exploring ways that they can enjoy this right.

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## 2.3 Responsibilities

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<b>Time needed:</b>	20 minutes
<b>Materials:</b>	Make sure you have either written or printed and prepared the <b>Resource</b> cards
<b>Resources:</b>	<b>Resource 1B</b> – Rights and responsibilities matching cards

---

### Purpose

To look at a range of rights and explore what responsibilities children, youth and others have to protect these and to begin to identify how street children and youth already uphold some of the responsibilities.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ achieved a greater understanding of their rights and the responsibilities that go with these rights.
- 

### Method

1. Explain to participants that you are going to read out a series of rights. Ask them to listen carefully and then place the matching cards in the middle of the circle.
2. Next explain that you are going to read out some 'responsibility' statements and also place them in the middle of the group.
3. Ask the group to work together to look at both sets of statements and match the responsibility to the right.
4. Once the group is agreed, invite participants to share any experiences of when they have demonstrated certain responsibilities in certain situations.
5. Explain that over the training we will be exploring how the participants can develop the skills they need to collate the knowledge they want to share in their role as a spokesperson, and to exchange that knowledge with other people in a constructive way so that we can support them to express their views, for people to listen to those views, and for them to be taken seriously in decisions that affect their lives.
6. Congratulate participants for completing the first part of the Growing up on the Streets knowledge exchange training pack. Allow the group some space to give feedback. How they have found activities? Do you need to make any adjustments moving forward? Explain that the second part of this training will look at the skills and knowledge they can develop for information gathering and collating knowledge about their lives and experiences.

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## RESOURCE 1A

## Children's rights charades

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The right to equality	The right to protection against abuse and violence
The right to a family	The right to go to school and learn
The right to freedom of speech/expression	The right not to take part in armed conflict
The state must ensure all children receive their rights	The right to meet with others and form groups
The right to a name and a nationality	The right to extra care if you have special needs
The right to freedom of opinion	The right to health care
The right to information	The right to rest, play and leisure

---

## RESOURCE 1B Rights and responsibilities matching cards

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The right to education	You need to try hard and want to learn
The right to a decent standard of living	Look out for those who have less than you
The right to be heard	You need to listen to others
The right to practice your religion	You need to value others' religions and beliefs
The right to be safe	You must not hurt or bully others
The right to be treated equally	You should treat others well and show them respect



# GROWING UP ON THE STREETS

## Knowledge Exchange Training

### PART TWO



Photo: Kate Bretherton

## BECOMING A RESEARCHER

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## Aims

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The second part of this course looks specifically at the skills and knowledge that can be developed to help participants to be informed by gathering data and collating knowledge about their lives and experiences. It explores their roles as 'researchers' in the knowledge exchange process.

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## Objectives

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1. To introduce the participants to conventional methods of research and help them to think about how and when they might be involved.
2. To think about how participants might be involved at different stages and in different ways of gathering information.
3. To introduce the idea of ethnography and why participants have such an important role to play when gathering information about their lives.
4. To identify the qualities and skills 'street children and youth researchers' should have.
5. To develop the skills of observation, questioning and listening.
6. To lead participants from theory into practice in research.
7. To explore some of the challenges and ethical dilemmas that can arise when doing research.

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# PART TWO: Becoming a researcher

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## Content and timetable

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<b>Session 8</b>	<b>Asking questions</b>	<b>1 hour 45 minutes</b>	<b>59</b>
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<b>Session 9</b>	<b>Active listening</b>	<b>1 hour 40 minutes</b>	<b>64</b>
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10.3	Review: is our 'researcher' up to the challenge?		72

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<b>Session 11</b>	<b>Review and Evaluation</b>	<b>30 minutes</b>	<b>73</b>
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<b>Part 2</b>	<b>Resources</b>		
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## Trainer notes

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Part Two, Becoming a researcher, explores the role that street children and youth can play as 'researchers': gathering information about their own lives and experiences, as well as those of their peers.

In terms of research skills, this pack focuses only on the skills required for the data collection phase. This phase can support the information gathering required for knowledge exchange outside the context of a research project for informing policy and practice. If you are planning a research project, ensure you are competent in all stages of the research process.

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### A participatory approach to research

This training is based on principles of participation that seek to go beyond tokenism to ensure young people are both willing and able to engage in knowledge exchange meaningfully (see 'A participatory approach' above). It is important that you are comfortable with the difference between conventional, adult-led research, and the participatory ethnographic approach.

Participatory research is more than involving children and youth in data collection but rather about their continued engagement with the research process from inception to dissemination. A fully participatory research project would work with street children and youth through all of the stages below.

- **Research design**

This means involving children and youth in identifying the topic of research, the research questions that need to be answered, and the methods that will be used to carry out the research.

- **Data collection**

Once methods have been selected, data needs to be collected. Here street children and youth can participate as researchers collecting their own data, and this training pack seeks to build some of the research skills they will need.

- **Analysis**

The complex process of analysis is perhaps the most difficult area to ensure complete participation, however, this is not impossible. A fully participatory research process would work with children and youth to ensure they are able to take part in working out what the data collected means.

- **Dissemination**

Finally, research becomes purposeful when it is ready to be disseminated. This means the key messages are taken to those that can use them to change ways of thinking or inform policy and practice. This can be achieved through written documents such as research papers, reports, summaries or briefing papers but often more effectively through knowledge exchange, where street children and youth take their ideas and experiences directly to authority figures (see part three of this pack, 'Becoming a spokesperson'). Regardless of the type of activity you have planned for dissemination, it is vital participants are not

forgotten or excluded from this stage of the research. They should be kept informed of the findings that emerge from the research and any changes that result from its impact.

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## Participation in data collection

Those researching with street children and youth advocate participatory approaches for data collection, for both ethical and practical reasons. Participatory techniques are understood to shift power relations, giving participants greater control over their involvement in the research. Participatory methods are also likely to retain their interests, enhancing the richness of the information they provide.

The data collection phase of a research project with street children and youth can be broken down into steps. This helps in thinking through practical and ethical considerations that need to be in place before research can take place, and how the data will be collected and recorded. Below are the key steps used in the Growing up on the Streets research.

- **Selecting participants**

There are many aspects to consider: who should be involved in the research: their age, gender, ethnicity, location, etc? How many participants should be included and why? Please see the 'Selecting and working with participants' section at the start of this pack for more information.

- **Informed consent**

Potential participants must be completely clear about the focus of the training, and possible subsequent activities around knowledge exchange and policy development. A process of gaining consent that allows participants to be fully informed about research and opt in to participating in the process is vital. Participants should also be able to opt-out at any point if they no longer wish to take part.

- **Practical issues**

Here it would be useful to consider things such as how long will the research last? Where will it take place? Will young people be remunerated and in what way?

- **Collecting data**

What exact method(s) will you use? Is a multi-method approach appropriate in order to ensure the widest possible access to participation? What materials and skills are required?

- **Recording data**

How the data is recorded may depend on various factors such as the skills of those collecting data and the type of methods used. Should information be written down by hand? Should it be voice recorded and later transcribed (typed up)?

---

## The scope and limitations of this training pack

This pack concentrates on the **collecting data** step through a focus on participatory ethnography.

For the Growing up on the Streets research, an innovative approach was developed which worked with street children and youth to undertake their own research. There are toolkits that outline particular methods that may normally be used in participatory research with children. These include the use of visual methods where produced images become the focus for discussion, diagramming and group discussions. In the Growing up on the Streets research a fuller engagement with participation in data collection was carried out enabling young people to undertake **participatory ethnography**. Ethnography, as defined below, becomes participatory when members of the group being researched carry out that research themselves.

**Ethnography** usually involves observing people in their natural, real-world settings, rather than in an artificial environment of a lab or focus group. The aim is to gather insight into how people live; what they do; how they use things; or what they need in their everyday or professional lives.

- Ethnography involves observation of the group you wish to study. It can include chatting informally to the people involved, questioning and listening; interviewing them and studying documents that may be helpful for your research.
- Many of us are like fish in water, not seeing the water because we live in it. Ethnography training helps us to break down how we view what's happening around us into the details.
- Ethnography helps us to understand ways of being and living; it focuses on the need for people's realities to be understood through **immersion** by the researcher in a given community.
- Ethnographic research can be large or small scale; undertaken by one person or by a large research team.
- It can be challenging because researchers have to observe everything in very fine detail and then put those observations into words.
- Ethnographic observations are usually written down; however, recordings of notes made verbally may also be an appropriate technique.
- By observing specific elements of people's lives, we understand much more about their lives, challenges, successes, and struggles within their surroundings. This informs practice and brings street children and youth closer to the discussions and decisions that directly affect them.

This pack provides a unique training which can be used to equip young researchers with the observing, listening and questioning skills required to undertake ethnographic research. It is useful for street children and youth both as a set of skills for researching their peer group but more broadly can be used to enhance communication skills more directly.

---

## Ethics

Ethics are a very important aspect of any research project and particularly those with children, youth and vulnerable adults. When we talk about 'ethics' in relation to research we are referring the norms for conduct and the values we want to attach to the work we are doing, such as honesty and respect. This pack explores the role street children and youth in gathering information about their own ethnographies, including observing and speaking with other people. On this basis it is important to be aware of some of the ethical considerations which may arise from this process.

1. **Privacy and confidentiality** are important for ensuring **no harm** may come to participants and researchers because of their involvement in the data collection to ensure that the 'researchers' do not abuse their position of responsibility and cause harm to others. This includes anonymizing names of those they are observing or talking to and not passing on any un-anonymized data.



2. **Consent – Appropriate informed consent** will be obtained from all participants before they are allowed to participate in data collection. Informed consent means that the young people taking part, as either participants or researchers, are completely clear about what participation will involve and the purpose of it. Participants and researchers must be free to choose to opt into the process, and change their mind at any time without consequence.
3. **Impact on children** – The researcher will ensure that the research does **not harm** any participants and throughout the process will treat them with **respect** and **dignity**.

## PART TWO, DAY ONE









Photo: Robin Hammond, Icon Pictures

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## SESSION 3 – TRAINER GUIDANCE

### Introduction to research

---

	20 minutes
	1. To find out what participants want from the training, what they are looking forward to and what they may be concerned about.
	By the end of the session participants will have: ✓ Thought about and shared with the group their expectations of the training.
	<p>Make sure you have read the introduction to this pack carefully and are clear about the aims and learning outcomes of the course.</p> <p>Be clear about the steps involved in the session and be prepared to answer any questions or concerns that participants might have.</p> <p>Ensure that you have prepared any materials or <b>Resources</b> you will need before you begin the session.</p> <p>Remember participants may not know each other and may be feeling nervous about the training. It may be the first time they have taken part in a training workshop.</p>
	Flip chart and pens Sticky tape
	None

---

## 3.1 Icebreaker: Changing places

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To get the group to start working together and learn a little more about each other in a fun and active way.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ got to know one another better and had some fun;
  - ✓ started to work as a group; and
  - ✓ started to use inquiry as a means of finding out about other people in research.
- 

### Method

1. Introduce yourself and thank everyone for coming to the training.
2. Explain that the group is going to spend a short time getting to know the other participants.
3. Ask the group, including yourself and anyone else present, to sit in a circle.
4. Call out: “All those with a t-shirt / trainers / long hair / a hat change places!” You will need to adjust these questions for the group you are working with.
5. Once those participants described have changed places, ask the person sitting to your left to call out another statement starting with “All those with. . .”
6. Continue this activity until everyone has had an opportunity to call out a statement.
7. Explain that we are now going to think about what we are expecting from the training.

---

## 3.2 Expectations of ‘becoming a researcher’

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<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flip chart, pens and sticky tape
<b>Resources:</b>	None

---

### Purpose

To find out what participants want from the training, what they are looking forward to and what they may be concerned about and to introduce them to the intended aim and learning outcomes of the course.

### Learning outcomes

By the end of this activity, participants will:

- ✓ Have thought about and shared with the group their expectations of the training;
  - ✓ Understand its intended aim and learning outcomes.
- 

### Method







1. Ask the participants what they think the training is going to be about.
2. Try to capture a response from each participant and verbally summarise/write each on the flipchart.
3. Reflect back on the icebreaker activity and ask the group to think about the reasons for doing it.  
Responses might include:
  - to start thinking about the similarities and differences we have;
  - to work together as a group; and
  - to start thinking about observation.
4. Explain that the aim of the training is to build confidence and develop skills to help us ‘inform’ the messages we want to share with other people about our lives. In the course of the training we will be thinking about the value of our own experiences, and those of our peers, and why these are important when thinking about decisions that are made which affect our lives.
5. Introduce the group to the intended learning outcomes for the course and spend some time looking at how these are the same or different from the participants’ expectations.
6. Explain to participants that we will return to their list of expectations at the end of the training.

---

## SESSION 4 – TRAINER GUIDANCE

### Understanding power relations in research

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	40 minutes
	<ol style="list-style-type: none"><li>1. To introduce the participants to conventional research methods and help them to think about how and when they might be used.</li><li>2. To think about how participants might be involved at different stages and in different ways of gathering information.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ a better understanding of the power relations between the researcher and those who the research or information is about; and</li><li>✓ begun to think about the process of gathering information and the different levels at which they might be involved.</li></ul>
	<p>It is important to stress that participants already have valuable knowledge about their own lives.</p> <p>Be clear about the difference between conventional research and the participatory approach – the emphasis on the training is the value they bring in collecting information that can be shared.</p> <p>Encourage those participants feeling shy to take part in the role-play activity, but without applying too much pressure; they can play a smaller part in the role-plays if need be until they start to feel more confident within the group.</p>
	<p>Flip chart and pens</p> <p>Sticky tape</p>
	<b>Resource 2A</b> – Research role-play scenes

---

## 4.1 Introduction to power relations in research

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To introduce the participants to conventional (non-participatory) research methods and help them to think about power relations in research.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ a better understanding of conventional research methods.
- 

### Method

1. Ask the group to think about the discussion we had on 'knowledge' in the first part of the training. Explain that sometimes other people want to find out information about our lives – to gather information about us – and this is 'research'.
2. Ask the group what they understand by the word 'research'.
3. Explain the process involved in conventional 'research' or 'information gathering':
  - the researcher leads the research design;
  - the researcher undertakes data collection, listening to the voices or insights of a range of children and youth as 'subjects' through a range of activities such as interviews and questionnaires;
  - often the researcher will return to their office to analyse the data;
  - once the data is analysed, the researcher will write a report on what they have found out from the research.
4. Ask them to think about the process you have described and share their views on how and when the children and youth are involved, and who holds the power in conventional research.
5. Remind them of the aim of this training and that although knowledge exchange involves many stages, we are focusing on collecting information to build our messages. Remind them that we are thinking about their role as 'information gatherers' as well as 'information givers' and that over the training we are going to look at the skills they need to do this. We are now going to think about why it is important to both give and gather information about their lives.

---

## 4.2 Power relations in research role-play 1

---

<b>Time needed:</b>	10 minutes
<b>Materials:</b>	None
<b>Resources:</b>	<b>Resource 2A</b> – Research role-play scenes

---

### Purpose

To encourage the participants to think about who holds onto power in conventional (non-participatory) research methods.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ a better understanding of the power relations between the researcher and those who the research is about.
- 

### Method

1. Explain that you are going to act out a scene and your co-trainer will narrate it. Ask for two volunteers from the group to play the role of the street children and youth Jennifer and Patience. They do not have to say anything but can add in their thoughts as the scene unfolds if they wish to do so.
2. Ask the rest of the group to watch as you act out Scene 1 (**Resource 2A** – research role-play scenes) while your co-trainer narrates the story.
3. When you have finished, discuss the scene with the group:
  - What did they see happen there?
  - How do you feel about how the researcher was with the girls?
  - Who do you think was in control of the situation? How do you know?

Possible responses might include that the researcher:

- Held on to the power.
  - Didn't listen to the girls.
  - Was in a rush.
4. Explain that next we are going to think about how research like this can affect the way the message that is told.



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## 4.3 Power relations in research role-play 2

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**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** **Resource 2A** – Research role-play scenes

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### Purpose

To encourage the participants to question if apparent participatory techniques are in fact tokenistic.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ a better understanding of the spectrum of participation that can exist in the research process.
- 

### Method

1. Repeat the previous exercise but this time you will act out a different scene while your co-trainer narrates. One volunteer should continue to play the role of the street child or youth (Jennifer). Act out scene 2 (**Resource 2A** – Research role-play scenes)
2. At the end of Scene 2, ask participants about what they have just seen using the following questions:
  - What did you notice happening in this scene?
  - Is anything different? Who has more power? How do you know?
  - What is Jennifer's role in this scene?
  - Whose story was the researcher telling?

Possible responses might include:

- The researcher is focusing on her/himself.
- The researcher is holding on to power.
- The researcher is 'showing off' Jennifer but not letting her speak.
- Jennifer has not been asked her point of view so her voice is not heard.
- Jennifer has no power and has not been asked to talk about her own situation.

---

## 4.4 Power relations in research role-play 3 – Youth Voice

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<b>Time needed:</b>	10 minutes
<b>Materials:</b>	None
<b>Resources:</b>	<b>Resource 2A</b> – Research role-play scenes

---

### Purpose

To give participants confidence that they now understand the difference between non-participatory and participatory techniques in research.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ a better understanding of levels of participation and the balance of power between all those involved in research.
- 

### Method

1. Explain to participants that we are going to watch the first scene again but it is going to be a bit different. Enact Scene 3, with the same participants (**Resource A** – Research role-play scenes).
2. At the end of the scene, ask participants:
  - What do you notice here?
  - What is different from the first time you saw this scene? What does this tell you about participation?
  - Which type of researcher do you prefer? Why is that?

Possible responses might include:







- the girls are being listened to;
  - the researcher is not in a rush;
  - the researcher explains his purpose; and
  - the girls are happier at the end and seem interested to meet the researcher again.
3. Take responses from participants and facilitate a discussion on the differences in the way the researcher works with the street children and youth. Make sure that all the key learning points are covered.
  4. Remind participants about the earlier activities and their thoughts about rights and participation. Ask them why we would involve street children and youth in research. Use this to help explain that what is different about a participatory approach is that researchers/information gatherers and young people work together, in recognition of the fact that children and youth are the experts on their own lives.
  5. Confirm that the aim of the training is to equip them to take part more fully in both ‘giving information’ and ‘gathering information’. We are now going to think about what we want to find out about and the information we want to gather to help in knowledge exchange.

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## SESSION 5 – TRAINER GUIDANCE

### Understanding ethnography

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	1 hour 45 minutes
	<ol style="list-style-type: none"><li>1. To help participants recognise that they already have a lot of knowledge and experience about their lives.</li><li>2. To help participants think about the idea of ‘ethnography’ and that if we can gather insights into our own lives and the context in which we live, this is valuable information and knowledge.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ understood the term ‘ethnography’; and</li><li>✓ begun to think about how they might be involved in informing others about their own experiences.</li></ul>
	<p><b>Ethnography</b> usually involves observing people in their natural, real-world settings, rather than in an artificial environment such as focus group. The aim is to gather insight into how people live, what they do, how they use things, or what they need in their everyday or professional lives.</p> <p>It helps us understand ways of being and living from the point of view of the subject of the information or study – in this case street children and youth. It focuses on the need for people’s realities to be understood through <b>immersion</b> by into a given community.</p> <p>By observing specific elements of people’s lives, we understand more about their lives, challenges, successes, and struggles within their surroundings. This informs practice and brings street children and youth closer to the discussions and decisions that directly affect their lives.</p>
	<p>Flip chart and pens</p> <p>Sticky tape</p> <p>Selection of fruit</p>
	None

---

## 5.1 Icebreaker: Life is a bowl of fruit

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Time needed:	15 minutes
Materials:	Selection of fruit
Resources:	None

---

### Purpose

To help participants think about the idea of 'ethnography' and that if we can gather insights into our own lives and the context in which we live this is valuable information and knowledge.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood the term 'ethnography'; and
  - ✓ begun to think about how they might be involved in informing others about their own experiences.
- 

### Method

1. Explain that we are going to do an activity to start thinking about what we mean by 'ethnography' and what this means for us when collecting data.
2. Give each participant a different piece of fruit and guide the group to think about it using the following below.
  - How does it look? Is there anything unusual about it?
  - How does it feel when you touch it?
  - What does it smell like?
  - Shake it – does it make any noise? Is it heavy or light? Rough or smooth?
  - Take a bite: what does it taste like?
3. As you discuss their responses, explain that we are looking at the way we use our eyes, ears, mouths, hands and minds to link experience with observation. When we observe we use more than just our eyes.
4. Now ask the group to put the fruit back in the middle of the circle. Ask them all to close their eyes, then remove a piece of fruit. Ask them to open their eyes and ask if anything they can see has changed.
5. Repeat this, each time changing something a little more subtle; for example, rearranged the way the fruit is positioned, or take a small bite out of one of the fruits.
6. Discuss with the group the changes they did or did not notice. Explain that ethnography is about observing people in their real-world settings to get an insight into their lives and we are now going to think about how and why they might be involved in this work.

---

## 5.2 What is ethnography?

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<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flip chart and pens
<b>Resources:</b>	None

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### Purpose

To explore the concept of 'ethnography' in an everyday context.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought in detail about doing an ethnographic study; and
  - ✓ explored how their normal day-to-day lives are at the heart of participatory ethnographic research.
- 

### Method







1. Ask the participants to think about why we did the previous activity: what did we do when we were trying to find out about the fruit? Encourage them to think about how we used all our senses: sight, sound, taste, touch and smell.
2. Explain to participants that when we gather information we can use all these things to help build a more accurate message. Ask them to think about the role-plays in the earlier session and think about what else might have been helpful for the researcher to be thinking about: how did Jennifer look? Who was she with? What other things were going on around her? Where was she?
3. Summarise these responses and write them on a flipchart and then ask the group if this could help us when we think about how we might gather information about different places.
4. Split the group into two and ask them, based on what we have thought about so far, how would:
  - Group 1 approach an ethnography of the market.
  - Group 2 approach an ethnography of homelessness.
5. When the groups have had time to discuss these, invite the group back together to share ideas. If they are struggling, try to encourage responses, including:
  - go to the area mentioned and spend time there;
  - take time to observe all the people – who are they? How many of them are there? What are they doing?;
  - observe the space – apart from people what is there? Cars, shops, etc.;
  - walk around and look at the scene from different perspectives;
  - use all your senses – what can you see, hear, feel, smell, touch;
  - listen as well as hear; and
  - talk to people around you.
6. When the discussion is over, explain that in the next sessions we will look in more detail about how to gather information about our day-to-day lives to build full and informed messages to share with others.

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## SESSION 6 – TRAINER GUIDANCE

### Understanding our roles

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	1 hour
	<ol style="list-style-type: none"><li>1. To identify the qualities a young ‘researcher’ should have</li><li>2. To explore with the group how ‘ethnographic research’ is about the normal routine of their day-to-day lives</li><li>3. To explore with the group why observation is a key skill for a researcher</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ explored the role they might play in participatory research;</li><li>✓ started to understand more clearly how they can not only ‘give’ information about their own lives and experiences, but they can also ‘collect’ information about others’ from their own ethnographic research;</li><li>✓ explored how their day-to-day lives are at the heart of participatory ethnographic research, and that taking part in it should and not affect their normal routines or how they live their lives;</li><li>✓ understood that observation is a key aspect of ethnographic research and it happens when we are immersed in the research environment; and</li><li>✓ thought about how humility and empathy are important aspects of the ethnographic approach.</li></ul>
	This section is all about getting participants to reflect on the skills, knowledge and abilities they already have, so it will be important to encourage those that are less confident, making sure they are also acknowledging their strengths.
	Flip chart and pens Sticky tape
	<b>Resource 2B</b> – Empathy role-play scenes

---

## 6.1 Body mapping – Creating a ‘researcher’

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Time needed:	30 minutes
Materials:	Flipchart paper and pens
Resources:	None

---

### Purpose

To identify as a group the knowledge, skills and qualities a street-connected young ‘researcher’ should have.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the knowledge, qualities and skills that would be helpful for a researcher to have.
- 

### Method

1. Explain to the participants that we are going to ‘create’ a researcher.
2. Place three pieces of flipchart paper taped together on the floor and ask a participant to volunteer to lie down on the paper.
3. Ask another participant to draw around the shape of the person lying down. When they have done so, ask the volunteers to move away from the paper and explain to the group that this outline represents **our first ever researcher**. Then stick the outline drawing on the wall.
4. Ask participants to think about the previous sessions and to suggest what knowledge, skills and characteristics a researcher might, or should, have. As you listen to the responses either write them onto the drawing yourself or ask one of the participants to do so. Note: this can be done in words or pictures, for example, if ‘listening’ is a skill to be added one of the participants could draw ears on the flipchart or ‘friendly’ could be drawn as a smile.
5. Try to capture responses from all participants. By the end of the activity you should have a life-size drawing of a researcher’ surrounded by lots of words and pictures to explain what type of person he or she is: e.g. good at listening, not too busy, good at watching etc. If there are key skills or attributes which participants do not mention, take time to contribute yourself and explain why they are important.

---

## 6.2 The value you bring

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<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Flipchart paper and pens
<b>Resources:</b>	None

---

### Purpose

To explore with the group how 'ethnographic research' is about exploring normal day-to-day lives.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ explored the role they might play in participatory research; and
  - ✓ started to understand more clearly how they can 'give' information about their own lives and experiences, and also 'collect' information about others' from their own ethnographic research.
- 

### Method

1. Ask participants to think about the qualities we have identified as important for a researcher.
2. Divide the group into pairs and ask each pair to think of an example when they have used one of those qualities in their everyday lives.
3. Bring the group back together to share their examples. Give the group a chance to reflect on these and think about the questions below.
  - What are the qualities of a researcher that you recognise you already have?
  - What are the advantages of using these qualities in the role of a researcher?
  - What are the challenges you might face in the role of a researcher?
  - What support would help a researcher improve their skills, knowledge and attitudes?
  - What support could help overcome the challenges?
  - Where could this support come from?



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## 6.3 Developing empathy

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<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Flipchart paper and pens
<b>Resources:</b>	<b>Resource 2B</b> – Empathy role-play scenes

---

### Purpose

To explore with the group the responsibilities we have to the people we meet beyond the research itself.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how humility and empathy are important aspects of the ethnographic approach; and
  - ✓ understood that when we are recording data about other peoples' lives, we are also genuinely interested in their wellbeing.
- 

### Method







1. Explain that you are going to act out a scene and your co-trainer will narrate it. Explain that they are observing in their role as 'researchers'. Ask the rest of the group to watch as you act out Scene 1 (**Resource 2B** – Empathy role-play scenes)
2. When you have finished, ask the group what they observed, then ask how they would respond. Would they:
  - (a) Ignore street children and youth because it is their day off?
  - (b) Attract his attention, say hello and move on?
  - (c) Walk over to him and discuss with him how he is getting on?
3. Lead a discussion on this, taking responses from participants. Explain that, in their role as researchers, they have a genuine interest in the wellbeing of the boy in the scene. The correct answer is (c) it is not only important to understand what is going on for your research, but his wellbeing is also important.
4. Now read out the second part of the scene which explains the boy's situation. Explain that you have discussed with him and gently explained that you have to leave but will come back and see him soon. Ask the group if they will:
  - (a) Go to the police and lodge a complaint about the situation?
  - (b) Find a quiet spot to reflect on the situation/record the data?
  - (c) Take the view that what the boy has said is not in line with your research and forget about it?
5. Take responses from the group and explain that (b) is the correct answer: the information is very important. Try to draw out what they did or did not notice in the scenes and congratulate them on all the points they observed. Explain that we will think more about difficult situations and how to deal with them later

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## SESSION 7 – TRAINER GUIDANCE

### Observation

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	2 hours 45 minutes (depending on location)
	<ol style="list-style-type: none"><li>1. To lead participants from theory into practice through an observation skills activity and encourage them to exchange their views and experiences with others in the group.</li><li>2. To give individual participants an opportunity to practice observation skills and to reflect on the fact that ethnographies can vary depending on the observer.</li><li>3. To encourage participants to reflect upon their progress and to prepare them for the next session.</li></ol>
	<p>By the end of the session, participants will have:</p> <ul style="list-style-type: none"><li>✓ understood the importance of observing carefully and considering all elements of what is going on in a particular place;</li><li>✓ recognised the unique perspective they bring to this type of research;</li><li>✓ thought about key aspects of observation;</li><li>✓ explored their role in ethnographic research;</li><li>✓ understood that everyone's perspective is unique; sharing their views and hearing others is an important part of ethnographic research;</li><li>✓ gained confidence in putting these skills into practice;</li><li>✓ reflected on the information covered in the workshop;</li><li>✓ understood the task they will prepare for the next session.</li></ul>
	Select two local areas for observation in advance of the training – choose places with lots of activity. You may wish for the final observation to take place last thing in the day so that participants can leave from there.
	Flip chart and pens Sticky tape
	None

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## 7.1 Skills practice: Group work observation

---

<b>Time needed:</b>	1 hour 15 minutes (depending on location)
<b>Materials:</b>	Flipchart paper and pens
<b>Resources:</b>	None

---

### Purpose

To lead participants from theory into practice through observation skills activity encourage them to exchange their views and experiences with others in the group.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood the importance of observing carefully and considering all elements of what is going on in a particular place;
  - ✓ recognised the unique perspective they bring to this type of research;
  - ✓ thought about key aspects of observation;
  - ✓ explored their role in ethnographic research; and
  - ✓ understood that everyone's perspective is unique and sharing their views and hearing others is an important part of ethnographic research.
- 

### Method

1. Explain to participants that this is a Skills practice based on what we have learnt so far about their role as researchers. Remind participants about the activity we did earlier 'noticing' different elements of pieces of fruit. Ask them to try to remember that when they are observing in an area there are many different elements to consider.
2. Ask participants to share some ideas on what they should be noticing when doing an observation. Write down their responses on a flip chart. Make sure all the key things are covered, and introduce and explain any that the participants have not mentioned.
  - Space: layout of the physical setting, rooms, outdoor space.
  - People: names or descriptions of people involved. It is important to notice who is not around as well as the people who are.
  - Activities: what are people doing?
  - Objects: what do you see e.g. furniture, vehicles, shops, goods for sale?
  - Actions/incidents: has something happened e.g. a traffic accident, people fighting?
  - Events: is there a festival taking place or a meeting going on?
  - Time: what time of day/month/year is it?
  - Goals: what are people trying to accomplish e.g. to get home, to find food?
  - Feelings: what emotions are you experiencing in response to these events/incidents?
3. Decide on a key area of town such as a market place or central junction where there is lots to observe. Divide participants into four groups and explain they will be spending some time at the designated place where each group will observe the following:

Group 1: Space and people  
Group 3: Acts and events

Group 2: Activities and objects  
Group 4: Goals and feelings

4. Explain that while there might be a lot of information to remember they should not write it down but try to think of ways they can 'hold' that information in their heads until they come back to the training venue.
5. Walk with participants to the designated observation area and give them twenty minutes for observation.
6. When the participants have come back to the training venue, ask each group to write or draw the things they observed on a sheet of flip chart paper.
7. Once they have done this, ask each group to present their observations and ask them:
  - could they have improved their observation; and
  - what would they do differently next time?
8. After each group has presented, ask the other participants:
  - what did you notice about what they were saying;
  - what new information have we gained from them; and
  - how much detailed were they able to give about what they had observed?
9. Draw the discussion to a close, to a verbal recap and stick all the flipchart sheets onto one wall. Explain that together they represent a short and brief ethnography of the area they were observing. Emphasise the point that they have **all** contributed one part of the overall ethnography of the area. Take time to reflect on the point that they all brought their own unique perspective to the exercise and that it is therefore important to **hear** everyone's ethnography of the area because each will bring something new and important to the research.

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## 7.2 Skills practice: Individual observation

---

Time needed:	1 hour 15 minutes (depending on location)
Materials:	Flipchart paper and pens
Resources:	None

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### Purpose

To give individual participants an opportunity to practice observation skills and to reflect on the fact that ethnographies can vary depending on the observer.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood the importance of observing carefully and considering all elements of what is going on in a particular place;
  - ✓ understood that observation is a key aspect of ethnographic research and it happens when we are immersed among the people and places in which we are conducting the research;
  - ✓ recognised the unique perspective they bring to this type of research; and
  - ✓ gained confidence in putting these skills into practice.
- 

### Method

1. Explain to participants that we are going to repeat the observation activity but:
  - in a different place; and
  - as individuals rather than in groups.
2. Ask participants to explain some of the things they should be observing and remind them of the list we looked at previously.
3. Show participants where they will be doing their observation and give them 15 minutes to do their observation as **individuals**.
4. When the participants have returned, ask them to split into pairs and share their observations with their partner and then feedback to the group on the questions below.
  - Did you and your partner both produce detailed ethnographies?
  - What sorts of information did you cover?
  - Were your ethnographies similar?
  - What similarities or differences did you notice?
  - What did you learn from the exercise?
5. When each pair has presented ask the group how each presentation compares with the others. Spend time exploring the similarities and differences. Conclude by reminding participants that they each bring their own perspective to ethnographic research and that what they observe will vary according to the individual. The important thing is that everybody observes **in detail**.

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## 7.3 Reflection and homework

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**Time needed:** 15 minutes  
**Materials:** None  
**Resources:** None

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### Purpose

To encourage participants to reflect upon their progress and to prepare them for the next session.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Reflected on the information covered in the workshop; and
  - ✓ Understood the task they will prepare for the next session.
- 

### Method

1. Encourage participants to reflect on the progress they have made so far in the workshop. Invite them to share any particular thoughts with the group.
2. Ask the group to imagine a person walking along the road with a heavy load on their head: this represents something that participants might be finding difficult or hard to understand about the training. Ask each participant to think for a minute about this image and then share with the group one or two examples of what they found difficult. Encourage them to be specific.
3. Now ask the group to imagine a person skipping along the road with a smile on their face: this represents a moment in the training that they have particularly enjoyed or understood. Again, ask each participant to think for a minute and then share the with the group one or two examples of parts of the training they have particularly enjoyed.
4. Explain that you, as the trainer, will take time to think about their feedback and try to address any points raised in the rest of the training.
5. Congratulate participants on their progress throughout the day and explain that you are going to ask them to do some 'homework' before you meet again. Ask participants to try to keep in mind the skills they have been practicing and the knowledge they have gained about ethnographic research. Before the next day of training, you would like each participant to spend a few minutes observing an area of their choice, and come prepared to talk about their ethnography in the next session.

## PART TWO, DAY TWO









Photo: Robin Hammond, Icon Pictures

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## SESSION 8 – TRAINER GUIDANCE

### Asking questions

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	1 hour 45 minutes
	<ol style="list-style-type: none"><li>1. To ensure participants are ready to start the next stage of the training and to reflect on the workshop so far.</li><li>2. To help participants to think about the sort of questions we can use to find out information.</li><li>3. To help participants to think about the sort of questions we can use to find out information and how this is part of their observation skills.</li><li>4. To help participants understand the impact of 'open' and 'closed' questions on the information we can gather from a conversation.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ Reminded themselves about what they have learnt so far.</li><li>✓ Started to use questions that explore a situation rather than straightforward questions that have 'yes' or 'no' answers.</li><li>✓ Explored how the types of question we ask determines the amount and quality of information we can gather – this is important when doing research.</li><li>✓ Explored what questions we need to ask to collect information that will help us with our research or message.</li></ul>
	Learning how to use open and closed questions effectively requires practice and some of the ideas in these sections will need careful explaining. Offer lots of support and encouragement in these exercises.
	Flip chart and pens Sticky tape Body map from previous session Paper and pen
	None



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## 8.1 Review and revisiting our ‘researcher’

---

<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Body map from previous session, flipchart and pen, sticky tape
<b>Resources:</b>	None

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### Purpose

To ensure participants are ready to start the next stage of the training and to reflect on the workshop so far.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Reminded themselves about what they have learnt so far.
- 

### Method

1. Open the session with some reflection on the previous day.
  - What do people remember most from yesterday?
  - Is there anything that they are worried about since the group last met?
2. Check that all the participants managed to do their observation ‘homework’ in the area that they sleep after the last session and explain that we will use the information later in this session.
3. Explain to participants that today we are going to be learning about other skills that will help us to be effective researchers.
4. Ask participants to look at the body map from the earlier session and add in any skills they think are missing or need to be changed. For example, they may want to make the ears bigger to reflect the importance of listening, or the eyes bigger to reflect the importance of looking. Encourage participants to add in things which:
  - represent the skills of observing;
  - show how to communicate well;
  - show the need to use our memory skills; and
  - show how to report on what we are doing when we collect data.

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## 8.2 Icebreaker: Being famous

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Time needed:	30 minutes
Materials:	Write the names of famous people (whom participants will know) on pieces of paper and sticky tape.
Resources:	None

---

### Purpose

To help participants to think about the sort of questions we can use to find out information.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Started to think about questioning techniques
- 

### Method

1. Explain to participants that it is important to think about the type of questions we ask in seeking useful ethnographic information. For example, if we ask 'how many children sleep on the street at night?' we can find out the number (quantitative) but it will not help us to understand the people we are talking about, their feelings or experiences.
2. Ask participants how they could ask the question in a different way. For example, they might ask, 'how do children survive on the street at night?' This sort of question focuses on the **experience** of those children and can help us to understand their situations better. Take time to explain that in the context of a research project, this information helps to shape the findings of the research that may be useful in creating services or programmes for young people on the street.
3. Explain to participants that we are going to do an exercise to help us think about how we can use questions in ethnographic research. Ask a participant to volunteer to start the activity. Stick a piece of paper with the name of a famous person (who they will know) written on it onto their back.
4. Ask one participant to walk around the room so the rest of the group can see the name of the famous person on the piece of paper stuck to his/her back. They should then ask the group questions which can only be answered 'yes' or 'no' to try and find out who the famous person is. For example, is this person female? Are they alive? If they ask a question which cannot be answered with 'yes' or 'no', the group should not respond. Once they have asked three questions, the participant should try to guess the name of the famous person. If the participant guesses correctly then ask for a new volunteer and repeat the exercise. If the participant cannot guess correctly, they have to ask three more 'yes' or 'no' questions (or sit down and take a turn after others have asked their three questions).
5. Once the activity is over, ask the participant trying to guess:
  - How did you find it when you were trying to guess? Was it hard only being able to ask 'yes' or 'no' questions? What made it difficult? What made it easy? Invite the rest of the group to share their views.

---

## 8.3 Question types

---

**Time needed:** 20 minutes  
**Materials:** A pen  
**Resources:** None

---

### Purpose

To help participants to think about the sort of questions we can use to find out information and how this is part of their observation skills.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Started to use questions that explore a situation rather than straightforward questions that have 'yes' or 'no' answers
- 

### Method

1. Remind the group that the last activity showed us that asking questions with a 'yes' or 'no' answer can only help us a certain amount. We also have to ask questions that give us more information. Place a pen on a table in front of the participants, making sure they watch while you do this. Ask them the following:

What is this?

What colour is it?

Who put it there?

Where is the person who put it there?

When was it put there?

Why was it put there?

2. Give participants time to respond and then reflect that the first four questions are easy to answer (if we were paying attention!) but the last question is more difficult. It may be a matter of opinion. Explain that when we are collecting information, we can often ask straightforward questions that are easy for the people we ask to answer. Sometimes, however, we have to ask questions that are more difficult that young people might find harder to answer.
3. Draw attention to the five types of question words you have used: what, when, where, who, why. Reflect on the responses the participants gave to the questions and explain that all of them gave answers that were more than 'yes' or 'no'. Explain that **closed questions** are those which people can only answer 'yes' or 'no' and this limits what we can learn from them. Explain that **open questions**, beginning with what, where, when, who, and why can provide more information. Explain that the last question, why, is an example of a **probing question** which helps us go into more detail about an issue.
4. Ask participants to think of some examples of probing questions, for example: how did this make you feel? Tell me more about...?

---

## 8.4 Skills practice: open and closed questions

---

Time needed:	40 minutes
Materials:	Flipchart and pens
Resources:	None

---

### Purpose

To help participants understand the impact of ‘open’ and ‘closed’ questions on the information we can gather from a conversation.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ explored how the types of question we ask dictate the amount and quality of information we can gather – this is important when doing research; and
  - ✓ explored what questions we need to ask to collect information that will help us with our research or message.
- 

### Method







1. Take a few minutes to reflect on what we have learned about asking questions when seeking information.
2. Ask one of the participants (participant A) to share the information they collected for their homework task with the group.
3. Now ask another participant (participant B) to ask some open questions about what they have heard, using the five question words: where, what, when, who, why. The rest of the group should observe and help the participant asking the questions if they are finding it difficult to ask open questions.
4. Now repeat the exercise, with two different participants (participants C & D), but explain the person asking questions can only ask closed, ‘yes’ or ‘no’ questions.
5. Ask Participant B to share what he/she has learnt about Participant A’s story with the group, and then the same for Participant D to share Participant C’s story.
6. Ask the group what they observed: did the participants asking questions keep to instructions? Did they get clear answers? Who learned more from the person telling the story? Use the participants’ responses to conclude that the type of questions we ask impacts the amount and quality of information we can collect. Next we will think about how we **listen** to the answers.

---

## SESSION 9 – TRAINER GUIDANCE

### Active listening

---

	1 hour 40 minutes
	<ol style="list-style-type: none"><li>1. To help participants explore how, even when we try to listen, messages might get distorted.</li><li>2. To help participants explore the importance of listening fully.</li><li>3. To help participants understand the relationship between listening and questioning.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ understood that research is about good communication and in order to communicate effectively we must not only <b>hear</b> but <b>listen</b>;</li><li>✓ understood that the purpose of active listening is to understand what is being said, to show interest in the person speaking, to value them and encourage an honest and informed conversation;</li><li>✓ understood that when we actively listen we need to use our questioning skills to explore issues and information more deeply;</li><li>✓ become more familiar with different kinds of questioning techniques that encourage detailed, personal responses which will help them collect and understand the information they want for their research or message.</li></ul>
	Active listening is a skill, which like the open and closed questioning, requires practice. Let the group know this and offer lots of encouragement and support.
	Flip chart and pens Sticky tape
	None

---

## 9.1 Icebreaker: Pass the message

---

**Time needed:** 15 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To help participants explore how, even when we try to listen, messages can become distorted.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood that research is about good communication and in order to communicate effectively we must not only **hear** but **listen**.
- 

### Method

1. Explain to participants that we are now going to focus on **how** we listen.
2. Ask participants to stand with you in a wide circle. Whisper a long sentence into the ear of the participant standing to your right (use any long sentence you can think of but can also remember!).
3. Ask them to whisper it to the next person, and keep going until the message comes back to the last person in the circle.
4. Ask the participant to tell the group the sentence they heard and ask the first person if this is the same as the original sentence.
5. It is highly likely that the sentence will have changed: ask the group to think about and discuss what this tells us.
6. Explain that the exercise shows something that might happen when we are collecting information to help our research or message: one of the risks is that the information can be distorted and changed. We also have to process information quickly and remember it. We also need to think about what other questions we might want to ask because of the information we have heard.
7. Next we are going to practice our listening skills so that we can reduce the chance of information being distorted.

---

## 9.2 Group activity: Active listening

---

**Time needed:** 45 minutes  
**Materials:** Flipchart and pens  
**Resources:** None

---

### Purpose

To help participants explore the importance of listening fully.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood that the purpose of active listening is to understand what is being said, to show interest in the person speaking, to value them and encourage an honest and informed conversation.
- 

### Method

1. Ask participants what we mean when we say we have 'heard' someone, then ask them what we mean when we say we have 'listened' to someone. Take responses from the group and ask someone from the group to explain the difference between the two.
  - **Hearing** can be passive whilst **listening** means we are really paying attention to what was said, and how it was said.
  - When we 'actively listen', we are using more than just our ears – we are using our eyes, body and voice.
2. Split the group into pairs and ask one participant from each pair to come and listen to their role in the exercise. Explain to them that their partner is going to tell them something about themselves, but their role in the exercise is to show signs of someone who is **not** listening while their partner is talking. Ask the participants to go back to their partners, and then tell the other participants they are going to talk to their partner for a couple of minutes about a time when they were really happy.
3. Once participants have completed the exercise, bring the group back together. Ask the participants who were telling their stories the following questions and write their responses on a flipchart: did you feel you were being listened to? Why? How did it make you feel? What made you feel like that? What was your partner doing that made you feel that?
4. Now repeat the exercise, but this time tell those listening to the stories to show signs of someone who is really trying to listen. Once this is complete, and you have written down the responses to the questions, ask the group to reflect on what we have learnt: did we learn more when we listened?
5. As a group, draw up a list of 'dos and don'ts' for listening, and explain that the dos form part of active listening: the purpose of active listening is to understand what is being said, to show interest in the person speaking, to value them and encourage an honest and informed conversation.

---

## 9.3 Questioning and listening

---

<b>Time needed:</b>	40 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	None

---

### Purpose

To help participants understand the relationship between listening and questioning.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood that when we actively listen we need to use our skills of questioning to explore issues and information more deeply; and
  - ✓ become more familiar with different kinds of questioning techniques that encourage detailed, personal responses that will help them collect and understand the information they want for their research or message.
- 

### Method

1. Explain that we are going to focus on what we have learned about both questioning active listening. Participants will be practising skills in front of the group and then the group will give feedback on how they have used these skills.
2. Split the group into pairs and ask them to discuss for ten minutes what they have learned so far about questioning and active listening. Ask each pair to agree a topic that they would like to talk about in front of the group, for example, a trip to the hairdresser, their work, their home, their family.
3. After ten minutes bring the group back together and ask one pair to sit in the middle and talk with each other about their chosen topic in front of the group. One participant should talk about the topic, while the other listens and asks questions. After a few minutes, they should continue the conversation but swap roles.
4. Once the pair has finished, invited feedback from the group on how well each of them listened to the other, and how well they used questions to find out more.
5. Repeat the activity to each pair has an opportunity to complete the exercise.
6. When each pair has finished, ask the group what they feel they have learnt about themselves through the practice. Ask each participant to set herself or himself a private goal to practice over the next few days. Make sure you draw out the learning outcomes of the session.









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## SESSION 10 – TRAINER GUIDANCE

### Challenges and dilemmas

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	1 hour 20 minutes
	<ol style="list-style-type: none"><li>1. To help participants think about how to manage situations when their data collection or research does not go to plan.</li><li>2. To introduce participants to the concept of ethics and dilemmas that can arise from doing social research.</li><li>3. To review and remind participants about their role as researchers and in collecting data.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ some understanding of the concept of ethics; and</li><li>✓ thought about how to deal with challenging situations when doing their data collection or research.</li></ul>
	<p>Although this training focuses on the skills of observation, body language, listening and asking questions rather than on the full research process, it is important to understand that ethical issues may arise when collecting information with and about street children and youth.</p> <p>The trainer notes at the beginning of this pack give an overview of the key ethical considerations. In addition, you should be familiar with your organisation's Child Safeguarding and Protection Policy as this should give guidance on the procedures for dealing with such situations in keeping with guidelines on confidentiality, and harm. Participants should be assured that should they encounter any such issues they are able to seek guidance from staff within the organisations.</p>
	Flip chart and pens Sticky tape
	<b>Resource 2C</b> – Case studies for dilemmas

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## 10.1 Personal dilemmas

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<b>Time needed:</b>	45 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource 2C</b> – Case studies for dilemmas

---

### Purpose

To help participants think about how to manage situations when their information collection or research does not go to plan.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how to deal with challenging situations when doing their information collection or research.
- 

### Method

1. Explain to participants that sometimes, even when they are well prepared and ready to do their research, there will be times when they are working with a young person and it will not go to plan. Ask participants:
  - why do you think this might be; and
  - what might be going on for that young person?
  -
2. Discuss their responses and suggest some reasons why young people might not be ready or want to talk
  - their child may be sick or they may be unable to feed them;
  - they may be in trouble with the police;
  - they may have been beaten up;
  - they may be worried about a debt;
  - they may have been threatened by their boyfriend or girlfriend.
3. Take time to emphasise and remind participants that we use skills of both ‘active listening’ and ‘observing’ when we collect information. Even if someone is not willing to talk to you about their experiences, you can still observe and remember the reasons for this: this is important information too.
4. Split the group into three groups and give each group one of the case studies from the **Resources** (**Resource 2B** – Case studies for dilemmas).
5. Ask each group to think about how they would manage that situation. Bring the group back together and agree a list of ways to deal with the situation in each example. Encourage the participants to keep these in mind for when they do their own research or data collection.

---

## 10.2 Ethics in research

---

**Time needed:** 20 minutes  
**Materials:** Flipchart and pens  
**Resources:** None

---

### Purpose

To introduce participants to the concept of ethics and ethical dilemmas that can arise from doing social research.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ some understanding of the concept of ethics; and
  - ✓ thought about some of the ethical considerations that might arise when doing their information collection or research.
- 

### Method

1. Explain that we are now going to explore 'ethics' in research, and ethical considerations which might arise from as we collect our information.
2. Emphasise to the group that the purpose of this training and subsequent knowledge exchange activities are to empower young people to represent their views, and the views of their peers to achieve positive outcomes. It is important, therefore, that being involved in the process:
  - is with the consent of those taking part;
  - is confidential: that we respect the privacy of people and don't share information about participants with anyone outside the research; and
  - does no harm: no one taking part in the research should be harmed or put at risk in any way.

There could be moments during the research when participants have to think about these issues, for example, asking ourselves these questions. Does everyone know why they are taking part? Should I share this information with anyone outside the research? Do they need to know? Is there something someone has told you that has made you very worried? Are you concerned something bad is going to happen based on what someone has said?

3. Explain we are now going to discuss an example and then share the following with the group:

While doing your research, you discover that another member of the group (whom you are also observing) is bullying a boy, whom you have been talking with and observing. Both boys have confided in you, as they know your research is confidential.

4. Ask the group, what is more important?
  - To protect your research on bullying and to keep the trust of all the young people?
  - To protect the children by bringing the bullying to the attention of social workers or staff, but in doing so breaking the trust of the children?

5. Take responses from the group and try to draw out their thoughts on the ideas of confidentiality, anonymity, consent and avoiding harm. It is important that participants understand that there may be times when they struggle to decide if they need to tell someone else. Let the group know if someone tells them something, or if something happens, that makes them think that they or another person are at serious risk of harm, then they need to let the staff and organisation know. You should reassure them that, as an organisation, they could come to you in confidence and discuss these situations with you in order to agree the best way forward and in line with your child safeguarding policy.

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## 10.3 Review: is our ‘researcher’ up to the challenge?

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<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Body map from previous sessions; flipchart and pens
<b>Resources:</b>	None

---

### Purpose

To review and remind participants about their role as researchers and in collecting data.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about all the different skills and knowledge involved in collecting ethnographic data to form a clearer idea how to collate ‘knowledge’ which can be shared with adults in positions of authority in a responsible way.
- 

### Method







1. Ask participants to look at the body map of a researcher from previous sessions for a final time; ask if they have anything to add or change. Try to make sure the points below are addressed.
  - Patience and the willingness to learn; in order to listen with openness, to learn the unexpected or the uncomfortable, to accept the confusing or the contradictory.
  - Sensitivity to, and understanding of, different perspectives and experiences of those on the street – this can be achieved through active listening.
  - Awareness of what is said, but also when something has been left unsaid. Are there gaps or silences because something seemed too obvious to state, or because the question that the researcher asked was inappropriate, or because the conversation touched on areas a young person prefers to forget?
  - Asking the right questions at the right time – ask people about their individual actions and feelings, responses and experiences
  - Asking the right type of questions – using open not closed questions. Bear in mind that there may be other reasons for not answering questions.
  - Awareness of some of the ethical considerations of doing research.
2. Ask a participant to summarise what we have done in this session – we have discussed the importance of active listening skills in their work with their research groups and talked about ways of managing some situations that might occur when working with young people on research.
3. End the session by asking participants to take time over the next few days and weeks to practice their active listening skills and to think about how this is improving their communication with others.

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## SESSION 11 – TRAINER GUIDANCE

### Review and evaluation

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	30 minutes
	To review and remind participants about their role as researchers and in collecting data.
	By the end of the session participants will have: ✓ Evaluated their learning and thought about next steps
	Participants have learned many new terms and information in their training course and this is a time for reflection.
	Flip chart and pens Sticky tape Flipchart sheet of expectations from first session
	2D – Evaluation Forms 2E – Certificates

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## 11.1 Review, evaluation and close

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<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flip chart and pens, sticky tape; flipchart sheet of expectations from first session
<b>Resources:</b>	2D – Evaluation Forms Certificates – one for each participant

---

### Purpose

To review and remind participants about their role as researchers and in collecting data.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ evaluated their learning and thought about next steps.
- 

### Method

1. Remind participants of the original aim of this part of the training and of their expectations. Split the group into pairs and ask participants to discuss with their partner what they are looking forward to most in using the skills and knowledge they have gained. Encourage them to say something positive.
2. Then ask them to discuss any concerns they have about using the skills and knowledge they have gained. Encourage them to be specific.
3. Bring the group back together and ask them to share their thoughts: what they are looking forward to, and what are their concerns? Encourage them to think about what they have learned and to be proud of their achievements.
4. Take the flipchart from the first session that lists the participants' expectations. Go through the list and agree with participants which of the following three categories each one falls into:
  - met expectations / has been answered during the training;
  - not met / more information is needed; or
  - the statement does not seem relevant
5. Explain to participants that now this part of the training is over, this is not the end but the beginning of a journey. They should think about what they have learned and whether or not they would be interested in taking part in research about street life. Ask each participant to complete an evaluation form to help us understand how he or she feels.
6. Thank the participants for taking part and congratulate them on their progress. Bring the group together in a circle and award each participant a certificate.

### Scene 1:

Two street children and youth are sitting chatting near their home in the city. They are talking to each other about their lives and their issues. Jennifer, one of the street children and youth is not happy because her home was flooded last night and all her stock of tomatoes and onions were ruined, so today she has nothing to sell and her baby will go hungry.

The researcher enters the scene. S/he approaches and greets Jennifer and Patience, while looking at her/his watch and holding a notebook and pen. S/he looks like s/he is in a hurry and remains standing whilst talking to them – asking their name, their age, where they live, how many children they have, where is their family home. S/he starts to explain a project s/he wants to do with them, concerning livestock and asks if this is of interest to them. Jennifer and Patience start to ask questions about this but s/he cuts them off and says s/he has to go because the driver is coming. S/he will come back tomorrow. The two girls are left surprised.

### Scene 2:

The researcher, holding notebook and pen, is with the girls in a room full of people. The researcher is about to deliver a speech explaining her/his amazing research about street children and youth; by the researcher's side sits Jennifer, whose kiosk was flooded the previous month. The researcher knows nothing about Jennifer's kiosk. Whilst the researcher presents the research, Jennifer says nothing. The audience clap for the researcher, who is very proud of her/his work. S/he leaves the stage and Jennifer follows.

### Scene 3:

Jennifer and Patience are sitting outside their kiosk in the same situation as in Scene 1 – Jennifer's home has been flooded and her tomatoes and onions ruined. The researcher appears. S/he is relaxed and asks if it would be OK join them. The researcher is about to take out a notebook but s/he notices that they seem unhappy so asks how things are, then listens as they describe their situation. After some time, s/he mentions that s/he would like to understand more about their lives and asks if it's okay to come and spend more time with them next week. The researcher explains that s/he wants to learn more about their lives and the challenges they face, as s/he is not in their situation and feels they could work together to look at life on the street so that others can understand it more. Jennifer and Patience agree and the researcher explains that s/he has to go now. They say goodbye. Jennifer and Patience continue to chat and start to tell each other about what they want the researcher to know about their lives...they are smiling.



### Scene 1:

1. Explain to the participants that they are going to take part in a role-play: they are researchers involved in a research project about the physical health and wellbeing of street children and youth. Their role is to observe a group of street children and youth in one area of their city so they can report back to the leader of the research on the experiences of young people.

Today is their day off and they are late for visiting friends. However, they see one of the street children and youth from the area walking along the street.

2. Explain that you are playing the role of the street child/youth then enter the scene, walking with a limp, while coughing and wheezing. You look nervous and are constantly looking around as if someone is coming to get you.

---

### Scene 2:

1. Explain to the participants that in fact the street child/youth (you) were attacked by thieves during the night. It happened a few days ago. During the attack, your drugs for fever went missing and you have no money to buy more. You cannot work because you feel unwell.

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## RESOURCE 2C

## Case studies for dilemmas

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### Case study 1:

You have been interviewing a girl in your group about one of the research topics. She has been very open about her experiences and has seemed comfortable talking to you. You decide to ask more about her relationship with her mother and the girl begins to cry.

How do you handle this?

---

### Case study 2:

You are discussing with a young person of a similar age to you about the research topic. As he is talking with you, an older youth who you both know comes and sits next to you. The boy you had been talking to immediately freezes and stops talking and the other youth starts to answer your questions.

What do you do?

---

### Case study 3:

You have spent many hours over the past few weeks with some street children and youth talking about their life on the streets. You have a very good relationship with them and you are starting to realise that there are many subtle references to one person on the street who is known to be abusing some of the children in your group.




What do you do?

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### Case study 4:

Your research group is refusing to cooperate in the research and are threatening to quit.

How do you encourage them to remain in the research project?

			
Understanding research			
Understanding ethnography			
Understanding our role			
Observation			
Asking questions			
Active listening			
Challenges and dilemmas			
Other comments:			



Research with and for young people on the streets

Knowledge Exchange Training

# Certificate of Attendance

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Name

Has successfully completed

Growing up on the Streets

Knowledge Exchange Training

PART TWO: BECOMING A RESEARCHER

Training delivered and certified by:

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Date:

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# **GROWING UP ON THE STREETS**

## **Knowledge Exchange Training**

### **PART 3**



## **BECOMING A SPOKESPERSON**

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## Aims

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The third part of this pack looks specifically at the developing the knowledge and skills that can be to help participants to share those views and experiences in a constructive and persuasive dialogue with adults in positions of authority who are also involved in decisions that affect their lives.

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## Objectives

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1. To build upon participants' existing interpersonal and communication skills to support them in their role as spokespeople in knowledge exchange.
2. To explore why it is important to share young people's views with adults in positions of authority.
3. To help participants recognise the skills they already have.
4. To explore how young people's/participants' role as spokespeople – to share and exchange knowledge – can challenge the negative perceptions some people may have about them.
5. To explore who has power and how those with power make decisions.
6. To lead participants from theory into practice in exchanging information with adults in positions of authority.

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# PART THREE: Becoming a spokesperson

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## TRAINER NOTES

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Speaking constructively and positively with adults in positions of authority may be a new and frightening idea for participants. It is important to remind participants about what we learnt in the first part of the training: street children and youth have a right to express their views, have those in positions of power listen to them, and to have their opinions taken into consideration in all matters that affect them.

Part 3 of the course focuses on the **exchange** aspect of knowledge exchange. It aims to build the confidence and develop the skills of street children and youth to support them as influential spokespeople.

---

Participants may have a number of questions about the reality of meeting with adults in positions of authority and you should be prepared to respond to them that may include the following.

- When will these meetings happen?
- Why do people want to hear from us?
- How can we make them listen to us?
- What if by participating in this gets us into trouble?
- What if people ask questions that we can't answer?
- Why will they want to listen to street children and youth?

Reassure participants that we will explore these points over the course of the training.

---

### Making change happen

Street children and youth have an opportunity to make change happen. They can identify problems and think about solutions without worrying about budgets, strategies or bureaucracy. The changes they can make may be small scale but it can have a real impact on their lives and their peers. To help them do this they need to develop their skills and knowledge.

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## PART THREE, DAY ONE









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## SESSION 12 – TRAINER GUIDANCE

### Introduction to positive participation

---

	20 minutes
	<ol style="list-style-type: none"><li>1. To get the group to start working together and learn a little more about each other in a fun and active way.</li><li>2. To find out what participants want from the training, what they are looking forward to and if they have any concerns.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ started to think about communication skills;</li><li>✓ thought about and shared with the group their expectations of training; and</li><li>✓ an understanding of intended learning outcomes.</li></ul>
	<p>Read the Pack overview and Trainer notes at the start of this pack carefully and ensure you are clear about the aims and learning outcomes of the course. Prepare any materials or <b>Resources</b> you will need before you begin the session.</p> <p>Be clear about the steps involved in the session and be prepared to answer any questions or concerns that participants might have. Participants may have significant worries and pressures outside the training; be sensitive to this, and if you feel there are any serious issues that require action, ensure you are familiar with the organisational policies and actions to take.</p>
	Flip chart and pens Sticky tape
	None

---

## 12.1 Icebreaker: Close whispers

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To get the group to start working together and learn a little more about each other in a fun and active way.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ started to think about communication skills.
- 

### Method

1. Introduce yourself and thank everyone for coming to the training.
2. Ask the participants to sit in a circle as close together as possible.
3. Ask one of the participants to think of a very simple sentence, such as 'my favourite food is. . .' and ask them to whisper it quietly to the person sitting next to them, trying to make sure that the rest of the group cannot hear.
4. Ask the participants to continue passing this message around the circle. It can only be said once to the next person. If the participant cannot hear properly or doesn't understand the sentence, they cannot ask for it to be repeated. They have to pass on the message as they heard it.
5. Continue until the message returns to the participant who started and ask them to say the sentence aloud to the group.
6. Invite the group to compare the original message and the final sentence—are they the same? If they were different ask the group to share their thoughts on why they were different.
7. Explain that working together as a group is important during the training and it also helps us think about the ways we can communicate with others.

---

## 12.2 Expectations of ‘becoming a spokesperson’

---

<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flip chart, pens and sticky tape
<b>Resources:</b>	None

---

### Purpose

To find out what participants want from the training, what they are looking forward to and what they may be concerned about and to introduce them to the intended aim and learning outcomes of the course.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about and shared with the group their expectations of the training; and
  - ✓ be clear about what the intended aim and learning outcomes.
- 

### Method







1. Ask the participants what they think the training is going to be about.
2. Try to capture a response from each participant, summarise verbally and write on the flipchart.
3. Reflect back on the icebreaker activity and ask the group to think about the reasons why the sentence might have changed then ask if there are things we can do to make sure messages are not changed as we communicate them. Responses might include:
  - the way we speak – be clear, use simple language, speak slowly; and
  - the way we listen – pay attention, think about what is being said.
4. Explain that the aim of the training is to develop confidence and skills to help us convey important messages about ourselves to other people. In the course of the training we will be thinking about why it is important for us to share our experiences with other people so that we can inform decisions which affect our lives.
5. Introduce the group to the intended learning outcomes for the course and spend some time looking at how these are the same or different from the participants' expectations.
6. Explain to participants that we will return to their list of expectations at the end of the training.

---

## SESSION 13 – TRAINER GUIDANCE

### Understanding participation

---

	1 hour
	To think about the importance of participation.
	By the end of the session participants will have: <ul style="list-style-type: none"><li>✓ explored what 'knowledge exchange' is;</li><li>✓ thought about what it means to be included and excluded; and</li><li>✓ begun to understand the importance of participation.</li></ul>
	Ensure that all participants understand what knowledge exchange it is and what their role might be. Ensure you have read carefully and understood the trainer notes at the start of this pack.
	Flip chart and pens Sticky tape Scissors
	None

---

## 13.1 Icebreaker: Simon says

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To encourage participants to think about what we say and how we listen.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how language can be used to convey different messages; and
  - ✓ thought about how important it is to listen carefully.
- 

### Method

1. Ask participants to spread in a wide circle and explain that you are going to give the group some instructions. If you start the instructions with the words 'Simon says' then they must do what they are told. If you don't then they must not. For example: 'Simon says jump up and down', 'Simon says turn around', 'Simon says clap your hands', 'touch the floor'.
2. Explain that if they get it wrong (e.g. touched the floor when 'Simon' didn't say this) they would be they will no longer be able to play the game.
3. Start the activity, sometimes using 'Simon says' and other times simply saying the activity. Keep going until most of the group are no longer in the game.
4. When you have finished, ask the group to think about why we played the game. Encourage them to think about how important it is to listen carefully.
5. Now explain that we are going to think a little more about how it feels when we are not included in activities or prevented from taking part.



---

## 13.2 Group activity: Exclusion and inclusion

---

**Time needed:** 15 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To encourage participants to think about how it feels when excluded.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how different it feels to be included or excluded from activities.
- 

### Method

1. Ask for two volunteers from the group and explain it is their job to prevent the others from crossing from one end of the room to the other. They are the 'blockers'.
2. Ask the rest of the group to line up at one end of the room: when you say 'go' they will have to try to reach the other end but if either of the two 'blockers' tags or touches them they must return to the start.
3. When the group has understood the instructions, start the activity. It is likely that not all the participants will have succeeded on getting past the 'blockers'. Tell those who were successful to sit down as they have successfully achieved their goal. Then repeat the activity with the remaining participants.
4. Repeat the exercise a couple of times or until all the group has crossed successfully then bring the group back together.
5. Ask those who crossed successfully first time how it felt to take part in the activity. Then ask those who struggled to get across how they felt.
6. Explain that we are now going to think about why we are here and what we will be doing during the training.

---

## 13.3 Creating a dialogue

---

<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Flip chart and pens
<b>Resources:</b>	None

---

### Purpose

To understand that knowledge exchange is a two-way process.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ begun to think about why it is important to be included and participate in activities, discussions and actions;
  - ✓ explored the idea that there are things we can do to overcome some of the barriers that stop us from taking part or being involved.
- 

### Method

1. Ask participants to think about the previous activities:
  - How did it feel when we were not allowed to continue taking part in the activity?
  - How did it feel when we were prevented from doing what we wanted? Was it frustrating?
  - What made it easier or harder?
2. Ask the group to think about and share their thoughts on the following questions:
  - why are we here; and
  - what is the point in trying to get people to listen to us?

Once participants have had time to share their thoughts, remind them about the aims and learning outcomes of the training and explain that the importance of getting people to listen to us. Listening to others is also important if we want to be involved in decisions that affect our lives.

3. Now ask: what do we mean by knowledge exchange?

Once participants have had time to share their thoughts, remind participants that knowledge exchange is about wanting to share our views and experiences with others in more powerful positions. We can also play an important role as spokespeople for our peers; but we need to listen to them to make sure that we also represent their needs, views and aspirations to those in authority. It is a two-way process: not only do we need to express our views but we must also respect the views of others, even if we don't agree with them.

4. Explain that we are now going to think about with whom we want to communicate.

---

## 13.4 Group activity: Flower power dynamics

---

<b>Time needed:</b>	20 minutes
<b>Materials:</b>	Flip chart and pens, scissors
<b>Resources:</b>	None

---

### Purpose

To encourage participants to think about the people they interact with on a daily basis and the relationships they have with them.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ recognised that we already interact with a wide variety of people every day. Not all of our relationships are positive and some of the people we interact with have negative attitudes towards us; and
  - ✓ explored the idea that while we must respect other people, sometimes we do not feel they respect us. This training will look at ways we can challenge these attitudes and behaviours.
- 

### Method

1. Split the group into three groups and give each group a sheet of paper and some pens. Ask each group to draw the centre of a flower in the middle of the sheet and explain that this represents them.
2. Then ask the groups to take another sheet of paper and draw petals of different sizes on it. These petals represent people who they meet, spend time with or seek support from whilst on the street. Explain:
  - big petals should be drawn for those who support them most or from whom they seek support; and
  - smaller petals should be drawn for those from whom they feel they get the least support or have negative relationships with.







Explain they should try to include a petal, of the appropriate size, for all the different people with whom they interact, either often or infrequently. They should write the name or draw a picture to explain who that person is e.g. a friend, a stallholder, the police, a doctor, family etc.)

3. When they are ready, ask the groups to cut out the petals and stick them around the centre of their flowers. When they have done this, bring the group back together and ask a representative from each group to explain what their flower represents. When each group has presented, ask them to think about and share their thoughts about the following questions:
    - Who do you often come into contact with? How do these relationships make you feel?
    - Who do you not often come into contact with? How do these relationships make you feel?
    - Who do you get on well with or not get on well with?
  4. Explain that we want to keep these groups or people in mind throughout the training so we think about the attitudes of those around us.
-

## SESSION 14 – TRAINER GUIDANCE

### Understanding our role

---

	1 hour 45 minutes
	To help participants recognise the skills and knowledge they already have. To identify strengths that they can use to develop the skills to be spokespeople.
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ increased self-awareness about their strengths and areas for development;</li><li>✓ believe more in the value of their own experiences and ideas;</li><li>✓ begun to explore why they are important spokespeople for street children and youth;</li><li>✓ understood what the role of a spokesperson is and why it is important.</li></ul>
	<p>This session is about understanding what is required of a spokesperson who represents other street children and youth, and seeing themselves as potential spokespeople for their peers.</p> <p>There are several steps in this session and you will need to plan carefully. Be aware that it can be emotional when asking participants to share their experiences.</p>
	<p>Flip chart and pens Sticky tape Music player (optional)</p>
	<b>Resource A:</b> Angela and Augustine

---

## 14.1 Body Mapping – Creating a ‘spokesperson’

---

<b>Time needed:</b>	20 minutes
<b>Materials:</b>	Flipchart paper, pens and sticky tape
<b>Resources:</b>	None

---

### Purpose

To identify as a group the skills and qualities of a good spokesperson.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the knowledge, qualities and skills that would be helpful for a spokesperson for street children and youth to have.
- 

### Method

1. **Note:** If participants have completed Part 2 of the training, they will have experienced this exercise when creating a ‘researcher’ in session 6. Encourage participants to think about what qualities and skills in particular a **spokesperson** would require, and at the end of the session, you could compare the ‘researcher’ and the ‘spokesperson’ to see which of these they share.
2. Explain to the participants that we are going to ‘create’ a ‘street children and youth spokesperson’ and remind them about the aims and objectives of knowledge exchange.
3. Place three pieces of flipchart paper taped together on the floor and ask a participant to volunteer to lie down on the paper.
4. Ask another participant to draw around the shape of the person lying down. When they have done so, ask the volunteers to move away from the paper and explain to the group that this outline represents our street children and youth spokesperson. Then stick the outline drawing on the wall.
5. Ask participants to think about the previous sessions and to suggest what knowledge, skills and characteristics a street children and youth spokesperson might, or should, have. As you listen to the responses either write them onto the drawing yourself or ask the participants to do so. Note: this can be done in words or pictures, for example, if ‘listening’ is a skill to be added one of the participants could draw ears on the flipchart or ‘friendly’ could be drawn as a smile.
6. Try to capture responses from all participants. By the end of the activity you will have a life-size drawing of a ‘street children and youth spokesperson’ surrounded by lots of words and pictures to explain what type of person he or she is: for example, speaks clearly, allows others to take part, has confidence, does not give up. If there are key skills or attributes which participants do not mention, take time to contribute yourself and explain why they are important.

---

## 14.2 The value you bring

---

<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	None

---

### Purpose

To identify the strengths and capabilities participants already have which they can use to help them communicate to senior figures.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ identified some of the qualities and skills they already have to support them in their roles as street children and youth spokespeople; and
  - ✓ explored the role they might play in advocating for their rights and those of their peers.
- 

### Method

1. Ask participants to think about the qualities and skills we have identified as important for a 'street children and youth spokesperson'. Divide the group into pairs and ask each pair to think of an example when they have used one of those qualities in their everyday lives.
2. Bring the group back together to share their examples and give the group a chance to reflect on these and think about the questions below.
  - What are the qualities of a street children and youth spokesperson that you already have?
  - How can you use these qualities in the role of a street children and youth spokesperson?
  - What are the challenges you might face as a street children and youth spokesperson?
  - What support would help a street children and youth spokesperson improve their knowledge and skills?
  - What support could help overcome the challenges?
  - Where could this support come from?
3. Now ask the group to think about something they did in the last few weeks which made them feel proud (these can be very small things like I helped a friend, I earned some money, I took my child to school, etc.) and invite them to share these with the group. Summarize verbally and note on a flipchart. When everyone has finished, ask participants, how does it feel when hearing about these achievements? What does this tell us about our everyday actions?
4. Emphasize that they already have reason to be proud of the many things they do: they already have strengths and capabilities and they demonstrate these every day. Explain that we are now going to explore some more examples together.

---

## 14.3 Our day-to-day experiences

---

**Time needed:** 10 minutes  
**Materials:** Flip chart and pens  
**Resources:** **Resource 3A** – Angela and Augustine

---

### Purpose

To encourage participants to recognise their own strengths and capabilities.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ understood how they can share information about their own lives and experiences, and represent the views or lives of others; and
  - ✓ explored further the ways in which they and their peers demonstrate strength and resilience to overcome challenges on a daily basis.
- 

### Method

1. Ask participants to listen as you read out the case study **Resource 3A**.
  2. After you have read it, ask the group:
    - what do you think Angela did well in this example; and
    - if you were describing Angela to someone who didn't know her, what would you say? Why?
- Take responses from the group. For example, they might say: she is caring, compassionate, a good listener, fair, **Resourceful**...
3. Now ask the group to think about a time when **they** experienced a challenging situation and ask them to talk about it in pairs.
  4. Bring the group back together and ask a volunteer to share their story: what happened and how did they manage that situation?
  5. Once the volunteer has shared their story, ask the group:
    - what do you think they did well; and
    - how would you describe the person who has just shared their story?

Verbally summarize and note the responses on a flip chart. Explore with the group what these might tell us: participants have developed many skills through their experience of living on the street. Remind them that we want to reflect on these skills in order to identify their own strengths and abilities.







6. Explain that we will explore this further in the next set of activities.

---

## SESSION 15 – TRAINER GUIDANCE

### Positive messages

---

	1 hour
	To help participants recognise the skills and knowledge they already have. To identify strengths that they can use to develop the skills to be spokespeople.
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ thought about the importance of recognising the strengths and capabilities of themselves and their peers and communicating these in a positive way;</li><li>✓ thought about all the 'new' people they meet and what was positive or negative about those meetings;</li><li>✓ explored the ways in which they have used their skills and experiences to overcome some of the worries they may have;</li><li>✓ thought about the importance and value of being able to communicate with people they don't know and people in authority; and</li><li>✓ practised using some of the skills they have identified when speaking in front of an audience.</li></ul>
	<p>Often street children and youth do not recognise the things they do to overcome challenges on a daily basis. This session aims to help them recognise that they already have some of the tools they need to be able to communicate their message to adults in authority. They actions they may consider ordinary show a range of strengths and we will be developing these and building their confidence to as they prepare to share their messages with senior figures.</p> <p>Be aware that it can be emotional when asking participants to share their experiences.</p> <p>If use a music player, make sure you have this ready.</p> <p>The last part of the session is the first Skills practice: you may want to consider who goes first and offer lots of encouragement to those who are less confident.</p>
	Flip chart and pens Sticky tape Music player (optional)
	None.



---

## 15.1 Icebreaker: Musical partners

---

<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flip chart and pens, music player (optional)
<b>Resources:</b>	None

---

### Purpose

To build participants' confidence and to think about the benefits of positive language.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the importance of recognising the strengths and capabilities of themselves and their peers and communicating these in a positive way.
- 

### Method

1. Explain to the group that you are going to play some music and while it is playing, they should move around the room (if you don't have a music player then you can just say 'start' and 'stop'). When the music stops, they must find a partner and tell them a quality or skill they think that person has. If the group knows each other, they may think of examples such as: 'I think you are good at saving money' or 'you are a very hard worker'. If the group does not know each other from before, encourage them to think about what we have done so far: I think you are a good listener, or I think you are good at explaining your ideas.
2. Repeat the exercise two or three times, and encourage participants to share as much information as possible with their partners about what they think they do well, and the reasons why. For example, 'Michael, in my opinion I think you are really good at chatting to people. We only met today but you have been very friendly and made me feel welcome.'
3. Bring the group back together when each participant has received two or three pieces of positive feedback. Invite each participant to share what these were.
4. Ask the group to think about and share their thoughts using the questions below.
  - How did it feel when someone told them about their positive attributes? Do you recognise what your partner was telling you?
  - What else do you think you are good at? What makes you say that?
  - How might these qualities or skills help when we try to communicate with other people?Summarise verbally, and write the responses on the flipchart. Use these to reflect on the key learning points for the session.
5. Explain we are now going to think about how it might **feel** when we want to speak to adults who might have different views and attitudes from us.

---

## 15.2 Meeting new people

---

**Time needed:** 20 minutes  
**Materials:** Flip chart and pens  
**Resources:** None

---

### Purpose

To help participants think about all the different people they already communicate with and explore what their expectations and worries might be when meeting people for the first time.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about all the 'new' people they meet and what was positive or negative about those meetings;
  - ✓ explored the ways in which they have used their skills and experiences to overcome some of the worries they may have; and
  - ✓ thought about the importance and value of being able to communicate with people they don't know and people in authority.
- 

### Method

1. Ask participants to talk in pairs about a time when they had to meet a person in a position of authority (for example, a landlord, a doctor, an NGO Manager, a market seller). Ask them to think about the questions below.
  - Why were you meeting this person?
  - How did you feel before the meeting?
  - Did it go well? How did you feel afterwards?
  - What made it different from meeting with your friends?
  - Was there anything or any support that made it easier than you expected?
  - What does the experience tell you about yourself?

For example, 'I had to meet my landlord but I knew he was not happy because I had not paid the rent. He was shouting at me and I was afraid. My sister came with me and I discussed why the rent was late. He walked off but he accepted my request to pay the rent the next day. I was relieved and realised I could stand up for myself.'

2. Bring the group back together and ask some of the participants to share their examples. Explore the responses to the questions, summarise verbally and write on a flip chart.
3. Now ask the group **with whom** we might want to communicate with when we are thinking about adults in authority and **why**. Explore in particular the concerns they might have, such as, it is intimidating because they have power, or because he is a man, or much older.
4. Explain that we may feel nervous or worried about talking to new people but we can learn from our experiences to help us prepare. We are now going to start to practice how we might do this.

---

## 15.3 Skills practice: Speaking for ourselves

---

<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flip chart and pens
<b>Resources:</b>	None

---

### Purpose

To start putting into practice the skills and tools we have discussed. Being a spokesperson involves meeting people with whom we would not normally have contact, such as policy makers and ministers. It can be difficult to talk about ourselves either positively or aloud so we will have time to practice and give feedback.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Practised using some of the skills they have identified when speaking in front of an audience.
- 

### Method

1. Explain to participants that they will each speak for exactly two minutes on the topic of: 'something I am good at'. Tell participants:
  - they will be timed;
  - you will put your hand up to indicate when they have 15 seconds left;
  - if they stop early they will be asked to keep talking; and
  - if they speak too long they will be asked to stop.
2. Give participants a couple of minutes to prepare, and help with ideas if participants are struggling to think of what to say. Bring the group together and complete the exercise, giving each participant two minutes to speak.
3. When everyone has presented, ask the group how it felt to stand up in front of everyone and speak for two minutes. What was challenging or easy? Remind them that there are no right or wrong answers.

For example, 'At first I was frightened because I've never done it before. My heart was beating fast and I felt hot. As I spoke I felt more relaxed because I knew what I wanted to say and could see people were listening to me.'







4. Summarise verbally and write responses on a flipchart. Explain that we will be doing more practice later in the training and will return to some of these points.
5. Explain we are now going to think more about with whom we might want to communicate with in our role as a street children and youth spokesperson.

---

## SESSION 16 – TRAINER GUIDANCE

### Understanding our audience

---

	1 hour
	<ol style="list-style-type: none"><li>1. To help participants understand that they have an important role to play in challenging the prejudices and misconceptions adults in positions of authority might have about them.</li><li>2. To help participants respect different views but build confidence to share their own, in order to challenge attitudes and behaviours that prevent us from being involved in decisions which affect our lives.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ thought about how people make judgements which aren't necessarily fair because they are based on assumptions and not reality;</li><li>✓ explored how these views might be challenged if we can present different viewpoints which are informed and constructive.</li></ul>
	<p>How we are perceived by others can be upsetting; acknowledge this and encourage participants that while we may be upset, the aim of this training is to help us challenge negative perceptions and gain recognition for the valuable contribution we can make.</p> <p>Through the session you should highlight the following points:</p> <ul style="list-style-type: none"><li>✓ Members of the audience will have ideas about street children and youth as a result of prejudices that might never have been challenged – your knowledge will help to challenge them in a positive and thought-provoking way.</li><li>✓ Some people in the room might sympathise with issues affecting street children and youth but they may believe in different ways to solve these problems. For example, that the most viable option for all children and youth is to go back to their villages or homes. The knowledge you present may give them another viewpoint.</li><li>✓ We need to remember the bigger picture; if, after meeting with you, a member of the audience returns to their team and suggests that a topic discussed is put on their own meeting agenda, then this may be a small part of a bigger success to come. The approach we are adopting takes time and is not likely to be immediate.</li></ul>
	Flipchart and pens
	<b>Resource 3B:</b> Case studies

---

## 16.1 Group activity: Value judgements

---

<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Flipchart paper and pens
<b>Resources:</b>	None

---

### Purpose

To explore how preconceived ideas of different groups in society might affect attitudes and behaviours towards them.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Thought about how we all make judgements about people based on ideas we already have about them and this can affect how willing we are to listen.
- 

### Method

1. Split participants into two groups.
2. Ask Group A to stand opposite Group B so that each person is facing someone else in the other group. Explain that Group A represents the police of the city and Group B represents street children and youth.
3. Ask the members of Group A to shout out the first word they think of when they see street children and youth. Capture these words on a flipchart, and summarize verbally.
4. Ask the members of Group B to shout out the first word they think of when they see the police. Capture these on a flipchart, and summarize verbally.
5. Bring the group back together and ask them to think about the words: are they positive or negative? Are they insulting or kind? Explore this with the group.
6. Ask the group to think about **why** we did this exercise. Take some responses and then explain that in the same way everyone in the room has an opinion about the police, these people also have an opinion about **them** as street children and youth.
7. Explore why the police might hold these opinions, and why they think about the police in the way they do. Explain that sometimes people base their opinions on 'value judgements' such as appearance and hearing negative stories rather than on reality. In order to challenge these opinions it is important to think about what we want to say and how to present 'reality'. Challenging these opinions can happen through dialogue between groups, and in turn, this dialogue becomes more positive and productive as these opinions change.

---

## 16.2 Our audience

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**Time needed:** 20 minutes  
**Materials:** Flipchart and pens  
**Resources:** None

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### Purpose

To think about the people we want to communicate with in more detail so we can begin to prepare for the experience of meeting with them and sharing our views and experiences.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how their experiences can be used to challenge the prejudices the audience might have in a positive way;
  - ✓ thought about different viewpoints and how their knowledge can be used to present another view; and
  - ✓ considered that challenging negative attitudes takes time and we need to recognise the 'baby steps' of success.
- 

### Method

1. Explain to the group that we are going to think about our audience in more detail. Remind them of the activity they did about relationships and identify a group, such as the police, the community, or local government officials that they might want to communicate with to challenge their perceptions.
2. Ask them to imagine that a group of these people has agreed to meet with them. Split the participants into three groups.
  - Group 1 should think about the reasons why the audience has agreed to meet with them and listen to what they have to say.
  - Group 2 should think about why the audience might not want to listen to what they say.
  - Group 3 should think about what might put them off listening when they start to talk.
3. After five minutes, bring the group back together and ask a representative from each to present their responses. These might include:

The audience has turned up because:

- we have first-hand experience of what it is like to be on the street;
- we have something new to say;
- we are sincere and genuine; and
- they want to help.

They might not really want to listen because:

- of our age/who we are/ what we represent;
- if they don't listen they can pretend we don't exist; and
- they think we will make demands which they cannot respond to.

They might be put off listening to us because:

- we deliberately offend them;
- we aren't willing to listen to them either;
- we ask for things they don't have; and
- our body language is negative.

4. Ensure the groups understand each other's ideas then bring the session to a close.

---

## 16.3 Perceptions and viewpoints

---

**Time needed:** 25 minutes  
**Materials:** Flipchart and pens  
**Resources:** **Resource 3B** – Joseph

---

### Purpose

To help participants understand how other peoples' views of them can affect the way they communicate with them.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Explored the idea that if only certain views are represented then it can miscommunicate the reality. That is why it is so important that we share our experiences to help others consider different perspectives

---

### Method







1. Remind the group that we have thought a little about the importance of listening to others, as well as them listening to us. Different people may have different views about the same thing and to challenge negative views we need to both understand them and be positive in presenting our own, different views.
2. Read out the first report in **Resource 3B**.
3. Ask the group if they recognise this type of scene – it is likely that they will have experienced something similar.
4. Now read out the second report in **Resource 3B**.
5. Ask the group what the differences between the two examples are.
6. Explain to the group that both describe the same event. The first example shows how one person – in this case a journalist – viewed the situation. The second version shows how Joseph viewed the situation.
7. Ask the group to think about the importance of hearing more than one viewpoint. Explain that if people only hear one view this will shape what they understand about it – positively or negatively. It is important for them to be able to share their views because it will help others to understand their perspective that they would not otherwise hear.
8. Explain that in the next session we are going to think about what it might be like in a situation where we have the opportunity to share our views.

---

## SESSION 17 – TRAINER GUIDANCE

### Telling our own stories

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	1 hour 15 minutes
	To help participants think about what they might want to say to their audience and the ways in which they can communicate this.
	By the end of the session participants will have: <ul style="list-style-type: none"><li>✓ thought about the importance of the stories they want to share;</li><li>✓ explored how different methods of communication can affect the message.</li></ul>
	There are barriers that prevent street children and youth from having successful livelihoods. It may be difficult for participants to reflect on past experience but it is important to help them recognise that in their role as spokespeople they can challenge the people who may have created these barriers and present them with a different perspective.
	Flipchart and pens
	<b>Resource 3C – Trading and Licenses</b>



---

## 17.1 Group activity: Story-telling

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To think about both the importance of the stories and experiences we each want to share and how the way we communicate can affect what we say.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how they feel when their story is changed or not presented in the way they want it to be; and
  - ✓ thought about some of the different ways in which we communicate.
- 

### Method

1. Ask the group to sit in a circle and explain that we are going to tell a story as a group. Each participant is going to have a chance to add something to the story we are telling.
2. Ask one participant to start by saying a short sentence to start the story. For example, 'it is Monday and I am going to the market'.
3. Ask the person next to them to say another sentence builds on the first, for example, 'at the market I am going to buy bananas'.
4. Keep the story going until everyone in the circle has added a sentence.
5. Now ask the group what they thought about the story? Was it what they expected it would be? What messages were conveyed?
6. Now repeat the exercise but this time, participants must not speak but should act out their part of the story.
7. When you have finished, ask the group to think about how it was different: do they think we told the same story? How did we express ourselves?
8. Explain that we are now going to think about the messages we want to convey and different ways we communicate to help ensure we can tell the stories that we want to.

---

## 17.2 Stories from the street

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<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource 3C</b> – Trading and Licenses

---

### Purpose

To think about our stories, experiences and views that we want to communicate to others.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how they feel when they are excluded from decision making and ways in which they might challenge those in authority.
- 

### Method

1. Split participants into three small groups and give each group one of the case studies in **Resource 3C**. Try to ensure that at least one participant in each group can read and ask them to read the case study to their group (you should read it yourself if they are unable to).
2. Ask each group to think about the case study they have heard and discuss what the difficulties are for the young person in that example.
3. After ten minutes, bring the group back together and ask them to present their discussions. Once every group has given feedback, ask participants to think about similarities between the examples and their own experiences when trying to make a livelihood on the streets. Encourage them to begin to think about their own knowledge and experience, and what they want to communicate to their audiences.
4. Explain that when we start thinking about the experiences we want to communicate, we need to consider the following points:
  - we know many street children and youth are keen to be active, hardworking citizens but certain barriers can lie in their way (reflect on some of their own examples);
  - when we meet our audience we want to show them that there are things that prevent young people from having successful livelihoods, and it is not simply that street children and youth are 'bad' or 'lazy'.
  - we want to show our audience that we are here to discuss and share our experiences, and not simply to ask for 'help' or material goods; and
  - our goal is to present our knowledge as a starting point to challenge and change attitudes, which may result in our audience deciding to do things differently.
5. Ensure the group is clear on these points and invite any questions.

---

## 17.3 Identifying barriers to success

---

**Time needed:** 20 minutes  
**Materials:** Flipchart and pens  
**Resources:** None

---

### Purpose

To help participants think about why the negative perceptions of others have an impact on their lives, and the importance of their role as spokespeople in challenging discrimination.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about some of the ways in which they already demonstrate their capabilities to overcome barriers.
- 

### Method

1. Explain that we are going to think about some examples of when we have had ambitions to achieve something but found that there are difficulties or barriers to doing so.
2. Divide the group into two and explain that each group should think about the questions below.
  - What is your story? Think about a time when you were trying to be active and hardworking, but found there were barriers in your way.
  - What were these barriers? What was your experience? What would you like to tell others so they understand your experience?
3. Bring the group back together and invite some participants to share their stories. Emphasise the point that their knowledge – what they have to say – is valuable and should be heard.
4. Conclude the session by asking the group what they thought about the exercise then explain we are going to move on and spend some time reflecting about what we have discussed so far.

---

## 17.4 Reflection: we hold it in our hands

---

**Time needed:** 15 minutes  
**Materials:** Flip chart and pens  
**Resources:** None

---

### Purpose

To give participants an opportunity to reflect back on what they have learned far in the training.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ reflected on completed activities and acknowledged the progress made as individuals and as a group.
- 

### Method

1. Explain that we are going to spend this session slowing down and giving ourselves a chance to think about what we have done so far.
2. Ensure the group understands what it means to 'reflect', such as:
  - we return to the experience and 'hold it in our hands';
  - we look at the experience we are holding and think about how we felt when we were going through it: what did we like/not like? What was easy? What was difficult, funny, or frustrating? Why?
3. When the group has had time to reflect, invite the group, one at a time, to share their thoughts. Encourage them to be specific about the activity or topic they are talking about.
4. Make sure you summarize verbally and write down any concerns the group might raise.
5. Consider the responses and draw out examples of positive progress then congratulate the group on their efforts so far.
6. Thank everyone for their participation and explain that we will be continuing our learning journey in the next sessions.

## PART THREE, DAY TWO









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## SESSION 18 – TRAINER GUIDANCE

### The language we use

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	2 hours
	<ol style="list-style-type: none"><li>1. To explore how we communicate with others and the ways in which that can influence their response to what we say.</li><li>2. To give participants an opportunity to practice communicating their own messages and to give feedback on what others have to say.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ reflected on how the words we use can affect the way our messages are heard;</li><li>✓ practised structuring their messages and presenting their experiences in a constructive way, incorporating new skills.</li></ul>
	<p>It is important to manage the participants' expectations about what can be achieved as they develop their skills as spokespeople. Often people will talk about big changes but it is important to recognise that change will not be achieved overnight but in small steps. Our focus is less about making demands and more about sharing our experiences and feeling empowered to do so in a positive way: how to communicate their experiences, what they would like to change and why.</p>
	Flipchart and pens
	<p><b>Resource 3E:</b> Sentences for restructure <b>Resource 3F:</b> A suggested restructure <b>Resource 3G:</b> Constructive feedback</p>

---

## 18.1 Icebreaker: The feelings are all mime

---

**Time needed:** 5 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To help participants remember some of the things we discussed on Day 1 and feel ready to start Day 2.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ recapped on the learning outcomes of the training and be ready for the next steps.
- 

### Method

1. Welcome participants back to the next stage of the training.
2. Explain that we are going to do a short activity so we can see how everyone is feeling and make sure we are ready for the day.
3. Divide the group into pairs and explain that they are going to tell each other how they are feeling about the day BUT they cannot speak. They must find different ways to show their partner how they are feeling. Their partner will guess what they are 'saying' until they get it right.
4. Give the pairs time to each complete the exercise then bring the group back together and invite participants to share how their partner is feeling and how they could tell.
5. Remind the group that on Day 1 we thought about why we might want to be spokespeople, who we want to listen to us and what we might want to say. Today we are going to focus on **how** we express ourselves and practice some of those skills.

---

## 18.2 How we express ourselves

---

<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	None

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### Purpose

To encourage participants to reflect on how the words we use can affect the way our audience might respond or react.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the importance of how we communicate; and
  - ✓ considered how the way we express ourselves can positively or negatively influence the way our audience responds.
- 

### Method

1. Explain that you are going to share a quotation from a female participant of the Growing up in the Streets project called Josephine who lives in Ghana. Read out the following, without stressing any particular words:  
  
**'We need** progress. **The government should** do something for the street children and youth; **they shouldn't** sit on their throne and forget us. **They should** make sure the health insurance is working well so that the right medicine is issued to us. Good education is what **we want.**'
2. Ask the group: How does that sound to you? How do you think the audience will react to Josephine's words? What other ways might this point be communicated? Invite participants to share their thoughts, summarise these verbally and capture key words on a flipchart.
3. Now read the quotation again but this time emphasise the words in **bold**. Ask the group the same questions and try to bring out that some members of the audience might only hear **need, should, shouldn't** and **want**. Ask them to think about how the audience might 'hear' these words; are they aggressive, positive, challenging, open?
4. When the group has shared their thoughts, emphasise the point that the words we use might make an audience stop listening to us. Remember, we are thinking about sharing our knowledge to present a viewpoint that may be different to that of our audience, and we hope to challenge any negative perceptions they may have. We may not always agree with them but we still respect their right to their opinion.
5. Ask the group to think of ways that we could communicate which can challenge perceptions and views, but not put off the audience. Summarise verbally and write on a flipchart some of the ideas for positive communication suggested by the group.
6. Conclude the session by reminding the group we have important knowledge to share and we can use our skills to help others hear our stories.



---

## 18.3 Group activity: Using positive language

---

<b>Time needed:</b>	45 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource 3D:</b> Tips for communicating <b>Resource 3E:</b> Sentences for restructure

---

### Purpose

To encourage participants to reflect on how the way we express ourselves can affect the way our audience might respond or react.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the importance of how the words we use when we communicate can influence how the audience responds to what we say.
- 

### Method

1. Explain that we are going to think more about why the words we use are important when we want to communicate with our audience.
2. Remind participants about the points we discussed in the previous activity and then introduce the Communication tips from **Resource 3D**: write these on a flipchart and read them out, making sure the participants understand each of them.
3. Split the group into two and explain that you are going to give each group a quote. They will work together to change the statement to reflect some of the ideas we have explored about communicating well. Give each group a quote from **Resource E**, and either read it to them or ask one of the members of each group to do so.
4. Give the groups five minutes to think about how they would change the quotations then bring the group back together and ask them to share their responses. Read out and write the new statements on a flipchart, then spend time highlighting where they have used some of the positive communication ideas. Identify any other opportunities when they could have changed the statement to sound more positive.
5. Bring the session to a close by reminding participants that it is important to think about how we say things as well as what we say. This can influence the way an audience might hear what we say, positively or negatively. In the next session we will practice this.

---

## 18.4 Skills practice: Presenting our message

---

<b>Time needed:</b>	1 hour 30 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource 3F:</b> A suggested structure <b>Resource 3G:</b> Constructive feedback

---

### Purpose

To give participants an opportunity to practice communicating their own messages and to give feedback on what others have to say.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ practised structuring their messages, presenting their experiences in a constructive way and incorporating some new communication skills.
- 

### Method







1. Copy **Resource 3F** (A suggested structure) onto a flipchart and go through each part with the group as a guide for structuring what we want to say to the audience. Note that the content will be different for each participant depending on what experience or message they want to communicate.
2. Divide participants into two groups and explain that each group should spend 30 minutes exploring some of the experiences they might want to communicate with their audience. Using the structure you have suggested, participants should practice what they are going to say within their smaller groups, with each person having three minutes to present their view.
3. Make sure you and your co-trainer each support one of the groups while they do this. Explain that you will be giving feedback on how they structure their points and their timekeeping, and other members of the group to give feedback (peer feedback).
4. Once everyone has had an opportunity to practice and receive feedback, bring the group back together. Explain that we are each going to present our message to the larger group and the rest of the participants will be giving feedback. Before you start, introduce the group to ideas for constructive feedback in **Resource 3G**.
5. Give each participant three minutes to present her or his message. After each has finished, ask them what they think they did well (giving examples) and what they think they could improve on. Then invite the group to give their positive feedback. Write key points on a flipchart.
6. Once everyone has presented and received feedback, summarise the key points you have noted – about the whole group not individual participants – highlighting achievements and areas for improvement.
7. Close the session by thanking participants for their input and explain we are now going to take time to think about how we communicate in other ways – not just with the words we use.

---

## SESSION 19 – TRAINER GUIDANCE

### Other ways of communicating

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	1 hour 15 minutes
	To explore we communicate our message with the words we use, but also through body language (non-verbal communication), as well as the tone of our voice and our pace of speaking. Awareness of all elements are important in presenting our message.
	By the end of the session participants will have: <ul style="list-style-type: none"><li>✓ Explored how our voice (tone, pitch and volume) and body language (gestures, facial expressions) are important when we communicate.</li></ul>
	This session explores more fully how participants present themselves and their message. It will be challenging and exciting to practice new skills.
	Flipchart and pens
	<b>Resource 3H</b> Pictures <b>Resource 3I</b> Pictures <b>Resource 3J</b> Observation sheets <b>Resource 3K</b> Different roles

---

## 19.1 Icebreaker: Getting the message

---

**Time needed:** 5 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To re-energise participants and to start thinking about the different ways we can communicate messages.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the different ways we communicate what we want to convey.
- 

### Method

1. Divide participants into two groups: one group will be the 'audience' and the other will be the 'messenger'.
2. Ask one group to stand at one end of the room and then, making sure the others cannot hear, explain to them they must convey the emotion you tell them to the other group without saying the word. For example, you might want them to show the other group they are 'angry': they might shout, shake their fists, use certain words (encourage them to keep it polite).
3. Explain to the other group they must guess what emotion the others are trying to convey to them and that they will keep going until they have guessed it correctly.
4. Repeat the exercise a few times, using different emotions (happy, sad, calm etc.).
5. Bring the group back together and reflect on the different ways we could tell how the 'messengers' were feeling. Ask how it made the audience feel.
6. Explain that we are going to explore different ways of communicating through a range of voice, tone and language.

---

## 19.2 Body language

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** **Resource** 3H Pictures

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### Purpose

To explore body language (non-verbal communication) and its role in conveying our message.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about the different ways, both verbal and non-verbal, in which we communicate.
- 

### Method

1. Split the group into pairs and give each a picture from **Resource** 3H. Ask them to discuss the following in their pairs.
  - What are all the ways the people in the picture are communicating with each other?
  - Are they communicating well? What makes you say that?
  - Is non-verbal communication, or body language, useful when communicating with your audience? What makes you say that?
2. Bring the group back together and take responses from each pair. Try to bring out the points that we communicate not only by speaking, but by using our facial expression, our hands, our bodies and through touch.
3. Ask the group to think about what is acceptable in terms of body language, for example, eye contact and touching, in their own culture. What is or isn't acceptable when speaking to someone older than you? Someone of the opposite sex? Someone you don't know?
4. Explain we are going to think a little more about how our facial expressions can communicate messages to the audience, and why we should be aware of this.

---

## 19.3 Expression, tone, pace and volume

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** **Resource 3I** Pictures

---

### Purpose

To explore how our facial expressions can affect the message we want to communicate

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Practised using facial expressions to strengthen their messages.
- 

### Method

1. Ask the group to look at the pictures in **Resource 3I** and think about what the facial expressions are telling us.
2. Take responses and use them to make the point that we want to present our views positively to our audience and our facial expression must also say what we want them to hear.
3. Now explain to participants that you are going to ask each of them in turn to say the following sentence: 'I am a street child/youth and I am good.' Explain that each participant will say it in turn but they must 'look' different from the previous participant by using a different facial expression, e.g. looking happy, sad, angry, upset.
4. Once everyone has had a turn ask the group to share their thoughts about how the facial expression might have changed the way we listened to what was being said.
5. Explain that we are going to repeat the exercise but this time, they must try to keep their facial expression neutral. Each participant will say the sentence in turn but they must say it in a different way from the person before: for example, quietly, loudly, quickly, slowly, angrily, jokingly.
5. Once each participant has 'spoken' the sentence, ask the group to think about how the tone, the pace or the volume changed how we 'heard' it. Ask them the following.
  - When a person uses a different tone, pace or volume, what does it suggest about what they are feeling? How do you know?
  - If someone speaks like that, how will the people listening feel?
  - What does this tell us about the way we use our voice?
  - How is this important for discussions with new audiences?
6. Capture the main points on a flipchart and close the session by reminding the group that **how** we say things is as important as **what** we say.

---

## 19.4 Skills practice: Presentations and constructive feedback

---

<b>Time needed:</b>	45 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource</b> 3J Observation sheets – several copies for each participant

---

### Purpose

To give participants the opportunity to practice using the skills they have been developing and to give constructive feedback.

### Learning outcomes

By the end of this activity, participants will have:







- ✓ practised using both language and other means of communicating; and
  - ✓ understood the importance of giving constructive feedback.
- 

### Method

1. Split the group into two and explain that we are going to practice talking in front of the group for 2 minutes about their experience and the message they want to communicate.
2. Give each participant several copies of **Resource** 3J (Observation sheets) and explain that as they watch each different member of their group present, they should mark on their sheet what their observations are about their co-participants words, facial expression, and use of voice. Take time to explain how to use the sheet and emphasise that they don't need to write words, just make a mark.
3. Explain that they should fill in a sheet each time someone in the group presents, and after each one has finished, the rest of the group should give their constructive feedback. Remind them of the constructive feedback points from the earlier session.
4. Trainers can also do this activity and deliberately get things wrong to help give examples and show that even adults get things wrong!
5. Remind participants that we have already thought about what it might feel like to present our views to new audiences but we have now spent some time thinking and practising ways in which we can do so with confidence. We are now going to think more deeply about how we can use these skills in our dialogue with adults in positions of authority.

## SESSION 20 – TRAINER GUIDANCE

### Being in the role of ‘spokesperson’

	1 hour
	<ol style="list-style-type: none"> <li>1. To understand that we all play roles, in terms of adjusting our language or behaviour, in all aspects of our lives.</li> <li>2. To help street children and youth see themselves in the role of spokespeople, by simply adjusting their voices, words and body language in new situations.</li> </ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> <li>✓ thought about how language and other communication techniques can be adapted to our role as street children and youth spokespeople;</li> <li>✓ recognised that even adults in authority are just another audience for whom we can adapt our role;</li> <li>✓ thought about how language and other communication techniques can be adapted to our role as street children and youth spokespeople; and</li> <li>✓ reflected on completed activities and acknowledged the progress made as individuals and as a group.</li> </ul>
	Some street children and youth may enjoy acting out roles; others may feel shy. Be ready to adapt the session to make sure all are included.
	Flipchart and pens
	<b>Resource 3K:</b> Different roles



---

## 20.1 Group activity: Playing different roles

---

<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	None

---

### Purpose

To encourage participants to think about the multiple roles we play in our everyday lives, and how we already adapt the way we present ourselves to suit different situations. We can use these skills to help us when we speak with people in authority and want to convey our message.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how language and other communication techniques can be adapted to our role as street children and youth spokespeople; and
  - ✓ recognised that even adults in authority are just another audience for whom we can adapt our role.
- 

### Method

1. Explain to participants that we play many different roles in our everyday lives, and we adjust our behaviour and demeanour to suit different situations. During this session we are going to think about the fact that when we address our audience and people in authority, this is just another role we can play; this might help make presenting our message easier.
2. Give each pair of participants one of the following scenarios:
  - refusing to pay the price the market woman is asking because the tomatoes are rotten;
  - negotiating with a police officer to get out of a situation;
  - convincing a passer-by to buy the sweets you are selling;
  - acting humbly in the face of a city warden who has caught you taking food from behind a restaurant.
3. Give them a few minutes to prepare, and then ask them to act out the scene in less than one minute.
4. Ask them to share why they think we did this role-play. Explain that we want to think about the different roles we take on each day in order to recognise the skills we already have:
  - if we are bartering in the market place, it is probably fine to do this because that is an acceptable way to behave in the market but it is not always appropriate in every situation; and
  - we behave differently depending on where we are, with whom we are communicating with, and what we are trying to say. The skills we use to do this can help us even in new situations.

---

## 20.2 Skills practice: Adapting to different situations

---

<b>Time needed:</b>	30 minutes
<b>Materials:</b>	None
<b>Resources:</b>	<b>Resource</b> 3K Different roles – three groups, a copy each

---

### Purpose

To encourage participants to think about how we change our body language when we play different roles and encounter different situations.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ thought about how language and other communication techniques can be adapted to our role as street children and youth spokespeople.
- 

### Method

1. Now split participants into three groups and explain we are going to think about how our body language changes when we play different roles and encounter different situations.
2. Give each group a copy of **Resource** 3K Different roles, and explain that we are going to think about how our tone of voice, the words we use and our body language may change depending on where they are. We are going to think about three different situations: at church, mosque or another place of worship, as a spokesperson, and with friends.
3. Ask each group to discuss these different scenarios, and how they might use their voices, words and body language in each one.
4. Bring the group back together and invite them to share their responses. Ask why there might be differences in each of the different examples and lead into a discussion about how we might adapt these things when talking to our audience/adults in authority.
5. Ask participants if they have any questions or concerns about this and try to explore these fully.
6. Close the session with a recap of what we have covered in the previous sessions.

---

## 20.3 Reflection

---

**Time needed:** 15 minutes  
**Materials:** Flip chart and pens  
**Resources:** None

---

### Purpose

To give participants an opportunity to reflect back on what they have learned far in the training.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ reflected on completed activities and acknowledged the progress made as individuals and as a group.
- 

### Method

1. Explain that we are going to spend this session slowing down and giving ourselves a chance to think about what we have covered today.
2. Ask each participant to name something new they have learned today or thought about properly for the first time, or something they particularly enjoyed.
3. Discuss these as a group, then ask them if there is anything, in particular they found difficult about the work they did today? Reflect together on these; are there things you could do differently tomorrow to address these? Make sure you summarize verbally and write down any concerns the group might raise.
4. Consider the responses and draw out examples of positive progress then congratulate the group on their efforts so far.

## PART THREE, DAY THREE









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## SESSION 21 – TRAINER GUIDANCE

### Listening and responding

---

	3 hours 10 minutes
	<ol style="list-style-type: none"><li>1. To consider how some members of the audience might, consciously or unconsciously, show resistance to what street children and youth are saying.</li><li>2. To explore some simple strategies to help us remain calm when being challenged by our audience.</li></ol>
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ thought about the importance of listening as well as speaking when engaging in dialogue with adults in positions of authority;</li><li>✓ identified ways in which body language can help us understand how the audience is reacting to what we say;</li><li>✓ thought about some of the ways the audience might respond to them, and identify strategies to manage this; and</li><li>✓ practised using some simple strategies to help them keep calm when meeting new audiences.</li></ul>
	Refer back to Part 2, session 9 'Active listening'.
	Flip chart and pens Video recording device (camera or phone) (optional)
	<b>Resource 3L</b> Audience reactions <b>Resource 3M</b> Audience questions <b>Resource 3F</b> A suggested structure

---

## 21.1 Icebreaker: three group drama

---

**Time needed:** 10 minutes  
**Materials:** None  
**Resources:** None

---

### Purpose

To remind participants about what we have done so far and introduce the idea that listening to others is an important part of dialogue.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ reflected on previous activities and thought about how to interpret the audience's non-verbal and verbal communication (body language as well as words) as a means of evaluating how their message is being received.
- 

### Method

1. Ask participants to share one thing they remember from the previous session. If anyone has any questions, try to answer them or note them down and explain we will return to them later.
2. Divide participants into three groups and explain that we are going to create a short drama together, through which we want to communicate that everything today is going well.  
  
Group 1: cannot make any sounds but can **mime** or act to communicate the message.  
Group 2: cannot use words but must use **facial expressions** to communicate the message.  
Group 3: cannot move but can **speak** to communicate the message.
3. Give the group a couple of minutes to complete the exercise then ask them to come back together and perform their drama.
4. Ask participants what they thought was the purpose of the icebreaker. Remind them that communicating involves many different things. We have thought about how this can affect how people hear what we say, but it can also be useful to help us understand how they are responding to our messages, both consciously and subconsciously.
5. We are now going to think about 'active listening', which means ways in which we can make sure we are really paying attention to what others are saying (see also Part 2, session 7).

---

## 21.2 Group activity: Active listening

---

**Time needed:** 20 minutes  
**Materials:** Flipchart and pens  
**Resources:** None

---

### Purpose

To encourage participants to review and understand the benefits of listening actively to others, and recognising if they are listening to us, to strengthen dialogue.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ reflected on the importance of non-verbal communication in listening.
- 

### Method

1. Split the group into pairs and ask the pairs to sit back-to-back. One of each pair should tell the other something that he or she does not know about. They have two minutes to do this.
2. Now ask the pairs to turn and face each other and repeat the exercise.
3. Bring the group back together and ask the people who were listening:
  - How easy was it to listen to what your partner had to say when you were unable see their faces?
  - What helped you to listen? Did the speaker use tone of voice, pace, volume, gesture etc?
  - Was it easier when you were facing each other?
4. Then ask the people who were talking:
  - How did it made you feel when we could not see if we were being listened to?
  - When you were facing your partner, what techniques did they use to show they were listening to what was being said (eye contact, facial expression, nodding etc.)?
5. Remind participants that although we might have different views from our audience, we must be willing to listen carefully so that we can respond to what they say. This means looking at all the different ways we communicate. Explain that we are now going to think about the different responses we might get from our audience.

---

## 21.3 Audience responses

---

<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource</b> 3L Audience reactions

---

### Purpose

To consider how some members of the audience might (consciously or unconsciously) show their resistance to what is being said.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Thought about some of the ways the audience might respond, positively or negatively and explored some ways of reacting to such responses.
- 

### Method

1. Remind participants that we are thinking about sharing our knowledge with others – adults in authority – who might have negative or different views from our own. We have already thought about why they might not want to listen to us and some of the reasons might be that they have very deep-rooted views, which we want to challenge.
2. Ask the group to think about some of the ways their audience might respond to their presentations or stories. Examples might be clapping, interrupting or ignoring them. Write down responses from the group.
3. Place the picture cards from **Resource** 3L face down on the floor and explain that we are going to turn them over, one at a time, and think about the following questions as we do so:
  - Why do you think this might happen?
  - How would it make you feel?
  - What are you going to do about the way you feel?
  - What are you going to do in response to that situation? (For example, cry, swear, shout, calmly respond, and explain your point).
4. Once you have been through all the cards and all the responses, ask the group to think hard about what we have learnt so far and how we can use these skills to help us manage these situations in the best way they can. Explain that we all have private feelings: these are the things we feel but we do not need to show others or tell them about. We also have a public face: we can give the impression of being in control by being aware of our tone of voice, words and body language.
5. Ask the group to think about how the audience might feel if they saw the street children and youth reacting calmly to some of their resistance. Make sure you emphasise the point that if we can stay calm and confident, we will begin to challenge the audience simply through the way we present ourselves because they may not expect us to react in such a way.



---

## 21.4 Skills practice: Responding to questions

---

<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource 3M:</b> Audience questions

---

### Purpose

To help participants think about how they can use the skills they have been developing to help answer questions from the audience

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Practised using some of the communication skills they have developed to respond to difficult questions.
- 

### Method

1. Ask participants to think back to the session when they reflected on the reasons why people might want to listen to us, or why the audience is there:
  - we have first-hand experience of what it is like to be on the street;
  - we have something new to say;
  - we are sincere and genuine;
  - they want to help.
2. Split the group into pairs and hand out the questions cards from **Resource 3M**, Audience questions. Ask each pair to think about how they might respond to the question, keeping in mind the points above and the skills we have developed through the training. Ask them to agree a way to respond using what they have already learned and their own experience and knowledge. They should think about how to do the following.
  - Explain the reasons and the background to the situation: this will help the audience separate the behaviour (what they see) from the person (whom they judge). For example, 'Yes, I have stolen food from the restaurant but that is because I am hungry and all my money was stolen so I could not buy food. I had not eaten for several days. It is not because I am a bad person – it made me feel sad and guilty doing it.'
  - Remind participants that they have strengths and contributions to make. If they can be confident enough to challenge others in a constructive way then the audience may be more willing to listen.
  - Remind participants that they have valuable knowledge and experience which others either want, or should, hear – a deep insight into their lives.
3. Bring the group back together and ask each pair to practice giving their response in front of the group. Take time to feedback on achievements, and other areas that could be improved.

---

## 21.5 Controlling our emotions

---

**Time needed:** 10 minutes

**Materials:** None

**Resources:** None

---

### Purpose

To explore some simple strategies to help remain calm when being challenged by the audience.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Practised using some simple strategies to help them keep calm when meeting new audiences.
- 

### Method

1. Remind participants that we have thought about ways we can use our words and body language to present our 'public face': even if we are nervous, upset or angry these can help us respond positively and constructively to challenges from the audience.
2. Ask for two volunteers to do a two minute role-play: one will be trying to tell the other what they like doing with their friends, the other will do everything they can to disagree and be argumentative (for example, interrupt, turn away, laugh etc.).
3. Ask the rest of the group to watch while the pair acts out the scene. When they have finished, ask the group if the person trying to share their experience did anything to help themselves keep calm.  
Responses might include:
  - they took deep breaths;
  - they paused before trying to respond; and
  - they took a sip of water.
4. Try to encourage the group to think about different ways they can try to control their emotions in similar situations and explain that we can also use simple techniques like these to keep our 'public face' calm and positive.

---

## 21.6 Skills practice: Video presentations

---

**Time needed:** 1 hour 30 minutes

**Materials:** Flipchart and pens, video recorder such as phone/laptop/tablet with video (optional)

**Resources:** **Resource 3 F A** suggested structure

---

### Purpose

To gain confidence in using the skills that have been developed during the training and to evaluate ourselves and each other.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ identified their strengths in presenting their arguments and reflected upon areas for improvement or practice.
- 

### Method

1. Set the room up to look like a meeting room.
2. Explain to participants that this is our final Skills practice within this workshop and they will be recorded, using video.
3. Ask each participant to prepare to speak about something important to them, using the structure we practised in the earlier session and trying to use the skills we have been developing. Each participant will speak for three minutes in front of the group and you will record them.
4. Give participants ten minutes to prepare what they are going to say and then invite them one at a time to present to the group, while you record the presentations.
5. Bring the group back together and explain that we are going to watch back the presentations. The person who has been recorded will have an opportunity to reflect on his/her own performance while their peers make their own observations. After each recorded presentation, stop the video and ask the group to feedback on:
  - Voice projection
  - Use of words
  - Quality of information
  - Facial expression
  - Body language
  - Tone of voice
  - Use of examples
  - Confidence

The person who has presented should be given time to share his/her observations of their own performance, and have the opportunity to agree or disagree with the group. Each participant should be able to leave the session with a clear idea of what their strengths are and things they could practice before a 'real' opportunity to communicate with adults in authority.







6. Where time permits, practice a Question and Answer session giving participants an opportunity to ask questions about other's presentations. When answering, participants should think about the skills we learned for responding to questions.

---

## SESSION 22 – TRAINER GUIDANCE

### Next steps, reflection and close

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	50 minutes
	To bring the training to a close and give the participants an opportunity to evaluate their experience, and to recognise the progress they have made.
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"><li>✓ evaluated their own experience of the training;</li><li>✓ practised a technique for expressing positive and negative views in a constructive manner;</li><li>✓ evaluated their own experience of the course and identify how they might use this learning as they develop as spokespeople;</li><li>✓ recognised that the skills we have identified as important in being influential spokespeople are ones they already have;</li><li>✓ identified areas which might need practice and development before any planned meetings with adults in authority; and</li><li>✓ evaluated their learning and thought about next steps.</li></ul>
	<p>Prepare a certificate for each participant.</p> <p>Think about next steps; how will you involve the participants in knowledge exchange?</p> <p>Be ready to manage expectations of what will happen next.</p>
	Flipchart and pens
	<p><b>Resource</b> 3N Evaluation form</p> <p>Certificates</p>

---

## 22.1 Next Steps

---

---

<b>Time needed:</b>	30 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	None

---

### Purpose

To encourage participants to think about how they will use what we have explored in the training. To reflect on their hopes and fears as they put this learning into practice.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ Evaluated their own experience of the course and identify how they might use this learning as they develop as spokespeople.
- 

### Method

1. Ask participants to close their eyes and imagine:  
You are in a room and have just finished presented to an audience of NGO staff, ministers and interested parties. You have told the audience about your life and given some ideas about how they can work with you on small changes that could improve your life on the street. You look at the faces of the audience...
2. Ask them to think about:
  - What are you seeing?
  - Who is there?
  - How has the audience responded to you?
  - How are you feeling now you have finished your presentation?
  - What do you hope will happen now you have shared your experience with authority figures?
3. Take responses from the group and take time to reflect on them. Highlight any concerns and any positive responses. Ask participants to think about how realistic their hopes are.
4. Split the group into pairs and ask them to discuss what they are most looking forward to when thinking about communicating their views to people in positions of authority. Then they should discuss any concerns they have.
5. Invite the group back together and ask each participant to share one positive thing and one concern. Take time to explore the concerns and ask the group to think about what we have learnt and suggest simple ways to overcome these.

---

## 22.2 Review, evaluation and close

---

<b>Time needed:</b>	10 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	<b>Resource</b> 3N Evaluation form Pre prepared certificates

---

### Purpose

To encourage participants to think about whether the training has met their expectations and to recognise the progress they have made.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ recognised that the skills we have identified as important in being influential spokespeople are ones they already have;
  - ✓ identified areas that might need practice and development before any planned meetings with adults in authority; and
  - ✓ evaluated their learning and thought about next steps.
- 

### Method

1. Return to the body map of the 'spokesperson' that the participants created in the earlier session. Ask participants if there is anything they would now like to add.
2. Take the flipchart from the first session that lists the participants' expectations of this part of the training. Go through the list and agree with participants which of the following three categories each one falls into:
  - met expectations / has been answered during the training;
  - not met / more information is needed; or
  - the statement does not seem relevant.
3. Explain to participants that now the training is over, this is not the end but the beginning of a journey. They should think about what they have learnt and whether or not they would be confident to talk with adults in positions of authority as spokespeople.
4. Ask each participant to complete **Resource** 3N to help us understand how they feel.
5. Thank the participants for taking part and congratulate them on their progress. Bring the group together in a circle and award each participant a certificate, to a round of applause.

---

## RESOURCE 3A

## Angela and Augustine

---

Augustine is 15 and has lived on the street for the past three years. Recently, her baby died of cholera in the hospital, aged two months. When she went to the hospital to collect her baby's body for burial, the nurse did not allow her to take it, saying that an adult is required to remove a body from the hospital.

Augustine contacted her older friend, Angela. Angela accompanied Augustine to the hospital and pleaded with the nurse to release the baby's body, saying she was Augustine's older sister. After some time, the hospital released the baby's body. They held a simple burial, paid for by Angela.

For some months, Angela counselled Augustine, who was finding it hard to cope with daily life because her baby had died.

Now, one year on, Augustine is improving slowly and is seeking advice from Angela on how to find work.

## **Report 1:**

An 18-year-old youth was thrown into jail earlier today after a mob attacked him for punching a police officer on the street. The youth is thought to be from the Konchangu area of Nenmara town, commonly known as the area for sex workers, thieves and beggars.

A lady who was passing by at the time of the incident described the youth as ‘aggressive’ – ‘the boy was very crazy and I saw him in the act of trying to steal someone’s phone. Those street people are very terrible and should be made to leave our fine city’. The boy will remain in jail until his bail is paid.

---

## **Report 2:**

Joseph, age 18, has been seeking a trading licence for some time. His phone repair business is going well and he has worked hard for his kiosk near the Four Trees roundabout. Joseph’s application process for his trading licence was long and he had to keep paying bribes to the police until the application was processed. Finally, he received a response, that he cannot have a licence without a fixed address.

When the police officer today came up, looking for his bribe, he insulted Joseph’s wife who is also on the street with their child, calling her a prostitute. Joseph got very angry, it was a hot day, he had not eaten for some time, and he became very disheartened.



### Example 1:

Jonathan runs a games centre and has been told by the police that he needs a gaming licence from the city council. He was first told by the police that this would cost 100 francs. When Jonathan went to the city council, he found out that it was actually six times this amount for an annual licence. The police still come to the games centre, threatening to arrest Jonathan and confiscate his equipment. He either makes some excuse or pays a bribe to the police. On average, Jonathan says he pays out about half the original charge per month in bribes. Yet this amounts to around the same annual cost as the licence. Jonathan is willing to pay the licence fee, and would prefer this to dealing with the police as paying bribes gives him no guarantee that another police officer will not arrest him. But the cost of the licence and the need to pay this in one amount makes it difficult for Jonathan to comply with the regulation.

---

### Example 2:

Eric works in repairing computers and unlocking phones. Some of the computers he receives for repair may have been stolen and this makes him vulnerable to arrest, and Eric has been accused of encouraging people to steal computers.

Eric would in fact like to operate more legitimately but he is unable to obtain a licence to trade because he has no formal qualification in computer servicing. He would be willing to study for formal qualifications in computer repair but he lacks the **Resources** to pay the fees.

---

### Example 3:

Constance is a street vendor who has sold bread products and now sells toffees and sweets. Street vendors are required to have a licence to trade; an annual licence cost 10 kwantus. When traders are unable to show they have a licence, the authorities confiscate their goods. Traders can retrieve them by going to the trading offices and paying for a licence, but they will have to find the specific officer that confiscated the goods. This may take a number of days to track down the officer by which time food goods, e.g. bread, may have gone bad.

Constance does obtain licences when she has the money, but frequently loses them because she doesn't have a safe place to keep the document. Replacing the confiscated goods can be very expensive; costing between 30 and 40 kwantus.

---

## RESOURCE 3D

## Communicating what we want to say

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- Whilst communicating with this audience, think of your outward **public self** – present a confident **public self** even if you don't, on that day, feel confident.
- Try to think in smaller steps and move away from the bigger picture of 'build a big building' or 'stop building schools'.
  - Present goals that seem achievable to the audience, even if it is simply recognising that children and youth living on the streets need respect.
  - Today you are asking them to listen and start to understand your lives; this in itself is already a big achievement.
- Avoid the language of 'need'/'want'/'could'/'should'.
  - This language may alienate the audience and might mean they will stop listening as it places expectations upon them to solve all the problems themselves.
  - We want to be part of the discussions and work **with** key members of the community in **moving forward** together.
- Throughout the discussions with new audiences, remember what we have said we are proud of ourselves for, and what others have told us we are good at.

**Example 1:**

“In other cities there are rooms there where you are a guest. You pay money and you are given a mat to sleep on for a fee. So **the big men should not disgrace themselves – they should build a street house for us**: that alone will let us move forward, close to the city so that we will be able to go to work.”

(Jolene, Harare)

**Example 2:**

“**Send the message** to the government that **they should provide work and security** because if they can get a place and build a huge building for people to be sleeping in there, I think it will help because most of the people on the street are people who are homeless, jobless and the security too is not night.”

(Michael, Harare)

1. Good morning, my name is...
2. I am here today to talk to you about ...
3. What happened:
  - Point 1
  - Point 2
  - Point 3
4. This is why it happened like that. . . .
5. This is how I cope. . . .
6. Thank you for listening.

- Before speaking, think through **what** you want to say to the participant following her/his practice, and **how** you are going to say it.
- Keep feedback positive and constructive.
- Prepare in your head **two** things that the participant has done well during their practice and start with these in your feedback. Then offer the participant **one** piece of constructive (helpful) feedback.
- Be specific – if the participant has done well, give an example of this. If you think something needs to be improved, suggest how they could do this.
- Remember that the very fact that the participant is in the room doing this is an achievement in itself.
- Even if the participant is finding this challenging, make sure you comment on e.g. their motivation, their determination, their commitment to getting it right, their continued efforts.
- Always finish on a positive point, so the last thing the participant hears is something positive about their progress.








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## RESOURCE 3J

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## Observation sheets

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The words we are using			
Our facial expression			
How fast or slow we are talking			
How quietly or loudly we are talking			



## RESOURCE 3K Different roles

## RESOURCE 3K Different roles

	At place of worship	As a spokesperson	With my friends

**Key:**



## The words I use

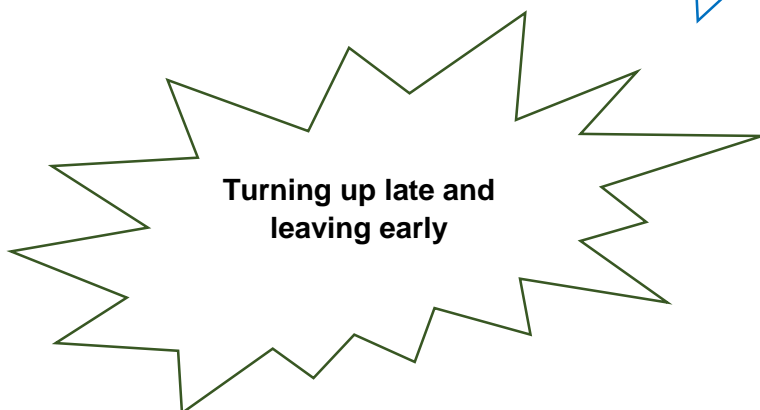
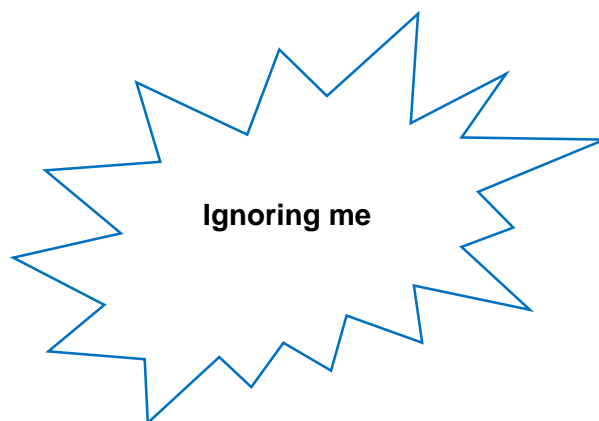
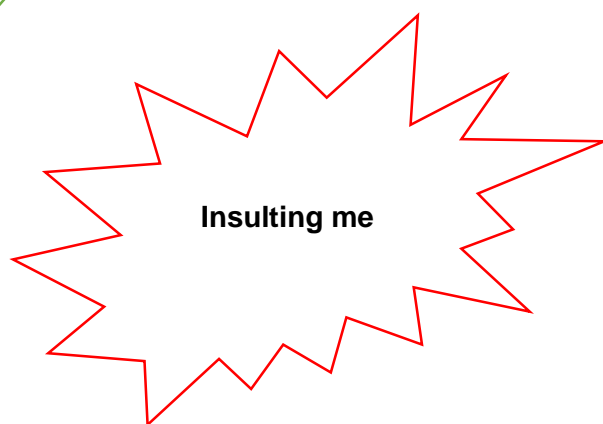
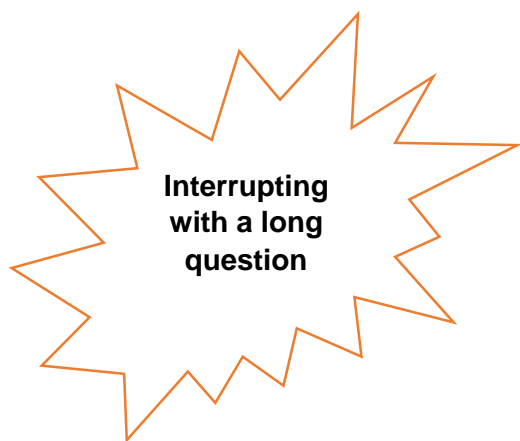


## My clothes



## My body language

Cut these out into picture-cards



As a girl, what is the biggest challenge you face and what is the one thing that you could do for yourself to make the situation better?




I want to invite you to our children's home and we can help you there. We are wondering why no-one takes up our offer?

I understand that things are bad for you, that is why I think you should go back home, your father is waiting there for you

**We are new to the area and we are very keen to help you and we have funds. What is the best way for us to do this?**

Why should we support you?

I very much admire your strength and determination but I don't understand why you would want to remain on the street where there is so much danger and you have a child there too.

			
The words we are using			
Our facial expression			
How fast or slow we are talking			
How quietly or loudly we are talking			



Research with and for young people on the streets

Knowledge Exchange Training

# Certificate of Attendance

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Name

Has successfully completed

**Growing up on the Streets Knowledge Exchange Training**  
**PART THREE: BECOMING A SPOKESPERSON**

Training delivered and certified by:

---

Date:

---

# **GROWING UP ON THE STREETS**

## **Knowledge Exchange Training**

### **PART FOUR**



## **ADDITIONAL SKILLS PRACTICE**

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## PART FOUR: Additional skills practice

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<b>Session 23</b>	<b>Continuing the Dialogue</b>	<b>2 hours and 45 minutes</b>	<b>155</b>
23.1	Total recall		156
23.2	Skills practice: Taking the chair		157
23.3	Skills practice: Topic talk		159







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<b>Part 4</b>	<b>Resources</b>		
4A	Scenarios		160

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## SESSION 23 – TRAINER GUIDANCE

## Continuing the dialogue

	2 hours 45 minutes
	To help participants understand what it will be like to engage in dialogue with adults who make decisions which affect their lives but who may have different opinions and views.
	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> <li>✓ Practised using their skills to effectively communicate their messages so that they might be considered in the decision making process; and</li> <li>✓ Increased confidence in their role as street children and youth spokespeople.</li> </ul>
	<p>This extra practice session can be used in advance of any planned meeting with senior figures to give participants an opportunity to practice their skills. It can be repeated as many times as required.</p> <p>For part of this session you will need some other adults to come and sit in or take part. These can be other staff or people known to your organisation. Before the session you must ensure you brief them fully about the exercise and the reasons for doing it. They should be encouraging to participants but also gently challenge them and their points.</p> <p>Before you begin consider if it would be useful to repeat an icebreaker from a previous session, e.g. 'Ball your name'. If so, make sure you have a ball, etc, ready.</p>
	<p>Flipchart and pens</p> <p>Three chairs</p>
	<b>Resource</b> 4A Scenarios



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## 23.1 Total recall

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<b>Time needed:</b>	15 minutes
<b>Materials:</b>	Flipchart and pens
<b>Resources:</b>	None

---

### Purpose

To get the group settled and recall the areas covered in the previous training workshop.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ had an opportunity to raise any concerns or questions they might have.
- 

### Method

1. Welcome participants back and allow them some time to get settled. If you like, repeat an icebreaker from a previous session, e.g. 'Ball your name'.
2. Invite each member of the group to share one thing that they can remember from the previous training. Explore with them the following.
  - What do you remember most?
  - How do you feel when you think about the training?
  - Do they feel they have used any of the learning since you last met?
  - Do they have any questions or concerns they wish to share?
3. Take feedback from the group and discuss any comments that require attention.
4. Explain that we have come back together to try to refresh some of the work we have already done. It is a chance for us to remember and reflect. It is also a chance to practice before any planned meetings in our role as street children and youth spokespeople.

---

## 23.2 Skills practice: Taking the chair

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<b>Time needed:</b>	1 hour 30 minutes
<b>Materials:</b>	Flipchart and pens, three chairs
<b>Resources:</b>	<b>Resource 4A</b> Scenarios

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### Purpose

To give participants an opportunity to practice being street children and youth spokespeople in the context of a real meeting and remind them about why it is important that they can freely express their views and have these views listened to and respected.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ considered the importance of respecting other peoples' points of view even if they disagree with them;
  - ✓ practised communicating their message in a constructive way; and
  - ✓ practised techniques for remaining calm when challenged.
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### Method

1. Remind the group that the reason we want to be street children and youth spokespeople is because we have something important to say and we have a right to be heard. Our opinions may be different from those of adults in authority but they are just as valid. Dialogue with these adults is a two-way process: we must not only be confident in the way we present our message but also be able to listen to other points of view and respond to challenge.
2. In order to imagine what this might be like, and to also practice speaking, we are now going to take part in a role-playing (acting) exercise. Separate the group into three, each sub-group will represent one role in the role-play.
3. Place three seats in the centre of the room facing each other, so that three people can sit down as if they are having a discussion. Explain to participants that each group will stand around one of the chairs and their chair will represent one character in the role-play. Each group will then take turns in sitting in the chair and pretending to 'be' that person.

**Group 1:** will play the role of the police officer.

**Group 2:** will play the role of the social worker/street worker.

**Group 3:** will play the role of a 15-year-old street girl.

Read aloud the descriptions of each of the characters from **Resource 4A** Scenarios. You might need to do this a couple of times to make sure they are all ready and understand the characters and their opinions.

Explain to the group that only the people sat in the seats are to speak and everyone else is to listen. If at any point in the role-play someone else from each group wants to take over, they just need to tap gently on the shoulder the person in the seat and they can step in. When someone does this, the role-play must continue as if there has been no change of person. The conversation will then carry on and does not need to start from the beginning again.

4. Once everyone understands, ask for one person from each group to volunteer to sit in one of the seats. Then explain the following.

Tigist, Mbengo and Sarah are in a group at the policy dialogue event. Tigist wants to explain to Mbengo and Sarah that there are other ways for the police to work with street children and youth. Mbengo and Sarah have their own views on this.

Let the participants begin. It might take a few minutes for the activity to get warmed up. Keep going until everyone has had a chance to sit in the seat and act out being the character. If participants want to play the role more than once this is fine, but ensure everyone has an opportunity to sit in the seat at least once. Participants may also want to try out being another character in the scenario, so let the groups rotate round the chairs if they wish.

5. Once the activity has slowed down or everyone has participated, ask the group to finish conversation. Ask the group the following.
  - How did the activity make them feel?
  - What was challenging about it?
  - If we think about the dialogue meetings they are preparing for, what kind of things do they think they need to consider?
  - What kind of strategies / ideas can they come up with for managing the challenging moments they experienced during the exercise?
6. Facilitate a discussion and support participants in fully exploring what it was like to take part as well as in formulating any suggestions and ideas they might have. Once this is finished, let the group know they are now going to do one more Skills practice. Emphasise the key learning points of the session including the following.
  - We need to keep discussions open by exploring people's points and trying to understand their perspectives.
  - People are likely to express opinions and beliefs different from our own, but we must keep listening and explain as fully as we can why we have a different view.
  - During the conversations, we must stay calm and constructive, thinking about what kind of things, particularly small steps that will make a difference.
  - Our points are valid and need to be heard.

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## 23.3 Skills practice: Topic talk

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**Time needed:** 1 hour

**Materials:** None

**Resources:** None

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### Purpose

To help participants feel more comfortable with speaking to adults outside the training and practice engaging in constructive dialogue in preparation for communicating with adults in authority.

### Learning outcomes

By the end of this activity, participants will have:

- ✓ have practiced using their skills for constructive dialogue with a new audience.
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### Method

1. Explain to participants that having explored their concerns and fears about engaging in dialogue with new people, we are going to practice this to help them experience how they are prepared to fulfil their role as street children and youth spokespeople. We are going to practice discussing issues that are relevant to us with people from outside the training.
2. Ask the other staff members or volunteers into the room. Split the participants into smaller groups (around four to seven in each) and match each group with one or two of the other adults.
3. Read aloud the following suggested topics or others you have identified as being important to your participants, to start a discussion.
  - Explain why trading licences need to be available to street children and youth and how this can help empower them.
  - Think together of ways to ensure food does not go to waste in a city and street children and youth get access to it.
  - Explore ways to get the issue of street children and youth employment on the agenda at the next meeting of local councils.

Remind the groups that they need to remember all of the skills they have practised throughout the training and earlier today. They need to keep the conversation going and explain fully why they think this might be useful, what difference it would make and why. They need to remember to 'put themselves in others shoes', as in the last exercise, and try and understand and respond to different perspectives.

4. When everyone has finished, ask the group what it was like to discuss these topics with other adults. Are there any other subjects they would like to practice discussing now? Let the group return to a subject or start a new one if they want to. When everyone has finished emphasise the key learning points for this activity: When new people are in the room it might feel more difficult and scary, but we have practised and we can do it!

### **Scenario 1:**

**You are Tigist, age 15.**

You want to explain to the police that you need to stay out of prison because you need to access work to support your baby. You want the support of the NGO worker but you don't want the NGO worker to pity you. You want to have a job where you don't have to go with the men in town. The police officer attending the meeting beat one of your friends last week.

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### **Scenario 2:**

**You are Mbengo, a police officer for 10 years in the city.**

You resent Tigist because she is a nuisance and she tempts men. She makes the town area look bad. You are soon to get a promotion at work and you don't want to annoy your boss – he wants street children and youth off the streets and out of the city. You see the social worker at every meeting and you believe she agrees with you.

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### **Scenario 3:**

**You are Sarah, a social worker in the city.**

You have worked with street children and youth for decades and have found many of them nice places to stay. You know that some of them end up on the street again but you feel this is because the boys tempt the girls with promises of mobile phones. You believe Tigist needs to be at home in the village. You saw the police officer beat some youths last weekend. You see him at all the meetings about street children and youth. You do not like or trust him.